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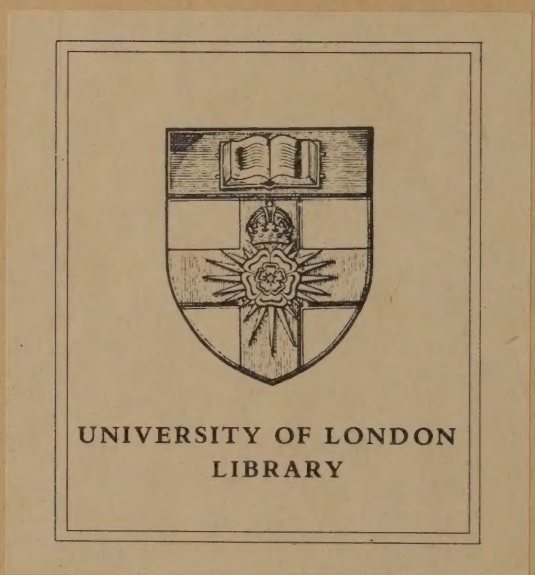

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REPORTS

FROM

COMMISSIONERS, INSPECTORS,

AND OTHERS:

THIRTY-FIVE VOLUMES.

— (15—PART II.) —

EDUCATION (IRELAND)—*continued.*

Session

12 *March* 1894 —— 25 *August* 1894.

VOL. XXX.—PART II.

1894.

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REPORTS

FROM

COMMISSIONERS, INSPECTORS,

AND OTHERS:

1894.

THIRTY-FIVE VOLUMES:—CONTENTS OF THE

FIFTEENTH VOLUME—PART II.

N.B.—*THE* Figures *at the* beginning of the line, *correspond with the* N° *at the foot of each* Report; *and the* Figures *at the* end of the line, *refer to the* MS. Paging *of the Volumes arranged for The House of Commons.*

NATIONAL EDUCATION (IRELAND):

[C. 7457.] Sixtieth Report of the Commissioners of National Education in Ireland (for the Year 1893). p. 1

[C. 7457-I.] Appendix. 71

REPORTS

FROM

COMMISSIONERS, INSPECTORS,

AND OTHERS:

1884.

THE

SIXTIETH REPORT

OF THE

COMMISSIONERS

OF

NATIONAL EDUCATION

IN IRELAND

(FOR THE YEAR 1893).

Presented to both Houses of Parliament by Command of Her Majesty.

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1894.

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THE

SIXTIETH REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND,

FOR THE YEAR 1893.

TO

HIS EXCELLENCY ROBERT OFFLEY ASHBURTON BARON HOUGHTON,

LORD LIEUTENANT-GENERAL AND GENERAL GOVERNOR OF IRELAND.

May it please your Excellency,

1. We, the Commissioners of National Education in Ireland, submit to Your Excellency this our Sixtieth Report. In this Report all statements connected with the expenditure of the public grants refer to the year ended 31st March, 1894. All the statistics connected with the number of schools, number of pupils on the rolls, and the average daily attendance, refer, however, to the year ended 31st December, 1893.

Schools and Attendance.

2. On the 31st of December, 1893, we had 8,459* schools in operation. During the year, 153 new schools were brought into operation, viz., 77 vested in the Commissioners or in Trustees and 76 non-vested; while 97 schools were amalgamated with other National schools, or placed on the Suspended List, or removed from the Roll of National schools; thus giving a net increase of 56 schools for the year 1893.† Increase of Schools.

3. (*a*) The number of pupils who attended our schools within the year, counting those who made even a single attendance at the schools, was 1,032,287. This number, of course, includes Total number of pupils on rolls.

* Thirty-seven schools are included which were temporarily closed at the end of the year.

† Fifteen of the schools which were brought into operation had been previously in connexion with the Board, but for various causes the grants had been withdrawn.

pupils who throughout the year were withdrawn from various causes—some because of removal to other places or other schools, and some because of death or the termination of their school course within the year.

Average No. on rolls.

(*b.*) The average number of pupils on the rolls for the year ended 31st December, 1893, was 832,545, showing an increase, as compared with the previous year, of 16,575.

Attendants last 14 days of Results year.

(*c.*) The number of pupils on rolls who made at least one attendance within the last fourteen days of the month immediately preceding the Results Examinations was 721,092, showing an increase, as compared with the previous year of 26,798.

Average daily attendance.

(*d.*) The average daily attendance of pupils for the same period was 527,060, of whom 259,732 were boys. This was an increase of 31,806 in the total average daily attendance as compared with 1892.

Proportion of attendance to No. on rolls.

4. The per-centage of the average daily attendance of pupils for the year to the average number on the rolls was 63·3; whilst the per-centage of the average daily attendance to the number of pupils on the rolls who attended on any of the last fourteen days of the month preceding the annual examinations was 73·1. The corresponding per-centages in 1892 were respectively 60·7 and 71·3.

Attendance for 150 days or over.

5. The total number of pupils of all ages who made 150 attendances or more during the year was 305,674.

Table showing number of schools and attendance, &c.

6. The following Table exhibits for a series of years, to 31st December, 1893—(*a*) the number of National Schools, (*b*) the average number of pupils on the rolls, (*c*) the number of pupils who made an attendance within the last 14 days of the Results Period, (*d*) the average daily attendance, and (*e*) the per-centage of the latter to the average number on the rolls:—

Year.	Number of Schools in operation. (*a*)	Average number of pupils on Rolls. (*b*)	Number of pupils who made an attendance in last 14 days of the Results Period. (*c*)	Number of pupils in Average Attendance. (*d*)	Percentage of Average Daily Attendance to Average Number on Rolls. (*e*)
1886	8,024	848,347	705,585	490,484	57·8
1887	8,112	853,091	715,740	515,388	60·4
1888	8,196	846,433	711,035	493,883	58·3
1889	8,251	839,603	710,489	507,865	60·5
1890	8,298	828,520	694,832	489,144	59·0
1891	8,346	824,818	700,670	506,336	61·4
1892	8,403	815,972	694,294	495,254	60·7
1893	8,459	832,545	721,092	527,060	63·3

Compulsory Attendance.

7. From year to year in our several reports, we have furnished the Government with a statement of the attendance of pupils at our schools. Its irregularity has been, unfortunately, a constant theme of observation.

In 1874, the Chief Secretary for Ireland addressed us upon the subject. He said—

"The irregularity in the attendance of pupils at Irish National Schools is a great evil, and cannot but injuriously affect the quality of the education imparted in the schools; and while his Grace hopes that the present system of payment by results will produce, both in managers and teachers, more active exertions to secure attendance, he would at the same time be glad if some additional inducements could be devised, which, under proper safeguards, would insure a more regular attendance than at present."

We replied as follows—

"This is a subject, which from year to year has occupied the serious attention of the Board. The Commissioners regret the disproportion which exists in the schools between the average attendance and the number on the rolls. The habit and, in a vast proportion of cases, the necessity of the Irish farmer to make his children, however young, take part in the spring and harvest operations of the farm, have much to say to this unfortunate result; and when it is remembered that there are in the country upwards of 300,000 holdings, the valuation of each of which does not exceed £8, it cannot be a matter of surprise that this habit or necessity of bringing into requisition the labour of the children causes great periodical reductions in the attendance at the schools.

"The Commissioners have endeavoured as the only remedy at their command, to make the schools as attractive to the children and their parents as possible, and the liberality of Parliament in awarding grants for payment for results during the last three years has proved to be a salutary stimulus in this direction."

Upon different occasions the question commanded the serious attention of Parliament, and in 1883 the House of Commons unanimously resolved—

"That it is expedient to introduce into Ireland the principle of Compulsory Education, with such modifications as the social and religious conditions of the country require."

Upon the basis of this resolution a Bill containing clauses for compulsory attendance was introduced into the House of Commons in 1885, by the Chief Secretary for Ireland, but was not afterwards proceeded with.

The Bill applied to all Ireland, rural as well as oppidan.

The Act of 1892, however, so far as regards compulsory attendance, refers only to the 118 cities and places which are under corporate control, and which embrace 1,246,534 inhabitants, or 6½ per cent. of the population of the whole country.

The great advantage of this limitation of area, as a tentative measure, is that every city or town affected by the Act, has, as a machinery, a trained and experienced local authority, to work its provisions. Under clause 15 of the Act, its extension, however, to other districts is provided for, in the event of the establishment by Act of Parliament of County Councils, and in another sub-section of the same section, any suburb or other area, outside the boundaries of any municipal borough or township, may under certain conditions be embraced in the scope of the Act.

From the passage which we have quoted from our reply of 1874 to the Chief Secretary, it is evident that we entertain no hope whatever that in the majority of cases an Irish child's attendance can be regularly spread over all the parts of a year. The spring season in the first half of the year and the autumn season in the second half must be largely regarded as blanks in school attendance. However, by requiring, as the Act does, 75 attendances in each half year, an ample margin is left for farm or domestic occupations in the spring and autumn, and also for vacations and religious holidays.

Hence the requirement of the Act, as being moderate in its demand upon the time of the pupil and ample for scholastic purposes, is accepted with much favour by those practically conversant with the subject of Irish education.

In the course of 1893, all the preliminary arrangements for setting the Act in motion, so far as our Board had to see to their settlement, were duly effected.

Difficulties and considerations of an embarrassing character, however, rapidly beset our action, and these will be best described in the following Minute, which was forwarded on the 31st January, 1894, to the Chief Secretary:—

> "In consequence of the difficulties which the Commissioners of National Education have experienced in bringing the Irish Education Act, 1892, into operation, and the observations upon their action which have been made in Parliament and elsewhere, they think it necessary to submit the following Minute for the consideration of Her Majesty's Government.
>
> "The object of the Act is to secure the attendance at School of all children within the prescribed limits of age, 'unless there is a reasonable excuse for non-attendance.'
>
> "The Act applies only to municipal boroughs or towns or townships under Commissioners, and 'the Council or Commissioners of the place' are, in each instance, 'the Local Authority' for the purposes of the Act. There are in Ireland in all, 118 places to which the Act applies. In 88 of these places the Local Authority has taken action under the Act, but in the remaining 30 places, for various reasons, nothing effectual has yet been done to bring the Act into operation.
>
> "Dublin, Cork, Limerick, Waterford, and other most important places are among those in which the Act is as yet in abeyance.
>
> "The Act, sec. 3, sub-sec. (4), purports to empower the Commissioners to exercise any power, and perform any duty imposed

on a Local Authority *by the preceding part of the same section*, in the event of such authority, after warning and reasonable notice, failing so to do. But the *succeeding* sub-section (5) of section 7, which provides that the expenses of School Attendance Committees and their Officers 'shall be defrayed by the Local Authority out of the local rate,' and the *subsequent* section 15, sub-section (2) which relates only to 'any County Council which may be established' under future legislation, are the only provisions to be found in the Act for defraying the expenses attending its execution. There is, therefore, no provision enabling the Commissioners to defray the expense of any action which they might endeavour to take upon default on the part of a Local Authority; they have no power to compel any Local Authority to exercise its powers or to perform its duties; and they also have reason to believe that, in many places to which the Act applies, there is no rate or fund which answers to the description of 'the local rate' with sufficient certainty to justify the Commissioners in taking it on themselves to appoint a Committee which would necessarily incur expenses which might prove irrecoverable.

"In those places in which the Local Authorities have taken action, other difficulties have arisen, owing chiefly to the provisions of Section 3 (1), and to the proceedings of the Local Authorities under those provisions. In appointing School Attendance Committees, the Local Authority in each place has the sole and uncontrolled power of fixing the number of the Committee at six, eight, or ten, and also has the sole power of making 'regulations as to the time, and mode of appointment of the Committee, and the conduct of their proceedings.' Such regulations, when made, are 'subject to the approval of the Commissioners; but the Commissioners have no power to prescribe or originate regulations, nor to require the Local Authorities to make any particular regulation, nor can any regulation be made under the Act, except as to the prescribed subjects, which in the opinion of the Commissioners, did not include the composition of the Committees, or the qualifications of their members, which are specifically provided for by the Act, in the following terms:—'One-half shall be appointed by the Local Authority, and the remainder by the Commissioners, and not less than one half shall, where such persons are available, be managers or patrons of schools in the place.' The Commissioners in April, 1893, and subsequently, called the attention of the Local Authorities to the provisions of the Act, specially quoting the third and fifteenth sections, and called upon them to carry out the requirements of the law. The Commissioners were of the opinion that the direction as to the appointment of managers or patrons was equally binding upon the Local Authorities and upon themselves, and they submit that, as the Act stands, the duty of electing the prescribed number of patrons or managers, where available, and the responsibility for disregarding this provision, can not be exclusively thrown upon one only of the appointing authorities. The Commissioners have always been, and they are, ready to co-operate with the Local Authorities in providing for the appointment of the prescribed proportion of managers or patrons, where available, but the action of the Local Authorities has, in several cases, hitherto been such as to render it impossible for the Commissioners to give effect, through their appointments alone, to this direction in the

Act, without constituting the Attendance Committees in a way which would be both unjust and fatal to their efficiency. Londonderry may be taken as an example, though there are many similar cases. The Local Authority fixed the number of the School Attendance Committee at ten, and appointed five members, all of whom were Protestants, and none of whom were managers or patrons; the proportion of the population who were Roman Catholics was 55·2. Similar action in other places led to strong remonstrances being addressed to the Commissioners who were called upon to do justice in the matter, which was stated to involve the peaceful and harmonious working of the Act, and interests of conscience which could not be compromised. In Londonderry only three Roman Catholic managers or patrons were available, and if the Commissioners were obliged to confine their five nominations to patrons or managers, the result would have been the appointment of a Committee upon which more than 55 per cent. of the population would have been represented by only 30 per cent. of the Committee. There are several places in which there is only one manager or patron belonging to a numerous denomination, and there are some places in which there is no manager or patron belonging to a denomination which is entitled to representation. The Commissioners believe that the result of throwing the obligation to appoint managers or patrons entirely upon the Commissioners, under such circumstances, must be to prevent the Committees, when appointed, from proving efficient for any purpose except that of provoking sectarian animosity. The duties and discretion entrusted to these Committees include the decision whether non-National Schools are 'efficient'; whether children not attending school are 'receiving suitable elementary education in some other manner'; whether excuses made for the non-attendance of children are 'reasonable'; whether in each case of default in attendance 'it is inexpedient' to take proceedings, and the like; and if the decision of such questions is exclusively entrusted to members of one religious denomination, or even to a Committee upon which each denomination has not a fair representation, the results must be most injurious.

"The Commissioners felt that they could not make themselves parties to the constitution of the Committees to whom such delicate powers were entrusted in a manner calculated to create just dissatisfaction. They thought that the provision that managers or patrons shall be appointed only 'where such persons are available,' left them at least a discretion, where other vital considerations arose, even apart from their contention that the Local Authorities were equally bound to obey the Act. They have in each case considered whether they could appoint the prescribed proportion of managers or patrons, and they have done so except where their doing so would ignore other and vital interests, and would, in the judgment of the Commissioners, render it impossible for the Committee to carry out its functions by depriving it of the public confidence and support essential to its efficiency.

"The Commissioners think it right to state that, throughout all the discussions and considerations which have taken place at their Board upon this subject, including the adoption of this Minute, they have been unanimous, and there has been no division of opinion among them as to the constitution of any School Attendance Committee, or even as to the selection of the members.

"They are distinctly of opinion that no further steps can be taken, with any advantage to enforce the provisions of the Act, or to bring it into more general operation, until its provisions have been so amended as to remove the difficulties above indicated, with others which a careful perusal of the Act will at once suggest."

An Amending Bill has been introduced in the House of Commons by the Chief Secretary, with the object of removing the difficulties referred to in this minute.

Operation of the Act.

On the 31st of March last the condition of affairs appertaining to the Act in the 118 corporate towns remained as follows :—

In 88 places, School Attendance Committees had been appointed, and in 30 places no action whatever had been taken by the Local Authorities.

Of the 88 places in which the Committees had been appointed the Act was in full operation in 45.

In the 30 places where the Local Authorities had not appointed School Attendance Committees, various reasons were assigned for non-compliance with the Act.

As regards the places where the Act is enforced we have the testimony of Inspectors, Managers, Teachers, and others, that the effect of the compulsory law has so far been not only beneficial in the direction of *increasing* the number of pupils in actual attendance, but what is of much greater moment in Ireland, of improving the quality of the attendance as regards regularity.

Up to the present, however, the Act cannot be considered to have had anything like an adequate trial, but, notwithstanding this, our returns show that while for the quarter ended on the 31st of March last, the average daily attendance at 8,078 National Schools *throughout Ireland*, was less by 11,447 (chiefly owing to bad weather, sickness, &c.) than in the corresponding quarter of 1893, yet in the 118 towns to which the compulsory law applies, the average daily attendance was actually greater by 5,790 in March quarter 1894, than in March quarter 1893.

We regard this as a gratifying and satisfactory indication of the effectiveness of the law.

Pupils over 3 and under 15.

The number of pupils over three and under fifteen years of age (the limits of age defined in the Act, sec. 18, sub-sec. (5)) in average daily attendance in 1893 was 510,248 ; and the average attendance of those who were fifteen and above was 16,812.

Vested schools.

8. Our grant towards the erection of Vested Schools is two-thirds of the authorized cost. At the termination of the year 1893 we had on our roll 3,392 vested schools, classified as follows :—

(*a*) Vested in Trustees, . . .	2,369
(*b*) Vested in our Board, . . .	1,023
Total, . . .	3,392*

Grants suspended.

There are 150 Vested Schools on the "Suspended List," chiefly owing to failure to maintain the prescribed minimum average daily attendance of pupils; and similarly there are 11 Vested Model School Departments which have been amalgamated with adjoining departments of Model Schools.

Number non-vested.

9. The number of Non-Vested Schools in connexion with us on the 31st of December, 1893, was 5,494.

Loans for Non-vested Schools (Rule 250.)

These schools are erected from funds locally provided, or, in a few instances, from loans available under the Act of 1884, 47 & 48 Vic., cap. 22. The loans are repayable at 5 per cent. per annum (principal and interest included) in 35 years.

Grants to new schools.

10. The number of applications for grants to new schools dealt with in the year 1893 was 177. In 161 cases we gave the required assistance, either as grants for building new premises, or as grants in aid of the maintenance of non-vested schools previously established. The remaining 16 applications were rejected. Of the 161 Schools added to our list during the year 1893, the number in each Province, and the nature of the Aid granted, were as follows:—

Province.	Grants in aid of maintenance of Non-vested Schools.	Towards Building and Furnishing Vested Schools.		Total.
		Vested in Trustees.	Vested in Commissioners.	
Ulster, . .	30	17	5	52
Munster, . .	9	17	5	31
Leinster, . .	21	15	–	36
Connaught, .	5	36	1	42
Total, . .	65	85	11	161
		96		

Number of Vested Schools.

In the year 1883 the number of Vested Schools was 2,230, whilst in 1893 the number, as above stated, had increased to 3,392.

* In 266 cases the Vested Schools are in various stages of progress towards completion.

11. In 8,391 schools in connexion with us on the 31st December, 1893, from which we have received the returns, and which were examined within the year, the accommodation afforded was for 807,740 pupils, allowing eight square feet for each pupil. The average daily attendance of pupils at those schools was 511,984. Space accommodation.

12. In the year 1893 we approved of loans to provide Teachers' Residences in 63 cases. Residences for Teachers. 38 & 39 Vic., c. 82; 42 & 43 Vic., c. 74; 47 & 48 Vic., c. 45. Rule 249.

Since the year 1875, when the Residences Act came into force, 1,070 applications for loans, also 72 applications for grants, as distinct from loans, to provide Residences for Teachers, have been approved by us.

13. The number of free residences for Teachers of National Schools, as returned by the Managers, is 1,423. (This excludes Convent, Monastery, Model, and Workhouse Schools).

Compulsory Acquisition of Sites for Schools and for Teachers' Residences.

14. As already stated, we have 3,392 schools, which are vested either in ourselves, in our corporate capacity, or in local trustees for the purposes of National Education. Towards the erection of these schools we have, as previously described, granted two-thirds of the cost. With the adequacy and suitableness of their sites, their sanitary arrangements, and their general fitting up for school purposes, we have, as a rule, especially in the case of modern buildings, fair grounds for satisfaction. Sites for Schools and for Teachers' Residences, Education Acts, 1892 and 1893.

We have also 5,494 non-vested schools, which have been provided by their Managers entirely from private funds. A large proportion of these schools are held in excellent houses, and on suitable sites. But rather than leave the children of certain districts altogether without the means of education, we were obliged from time to time, especially in former years, to accept inferior buildings, occasionally mere rented cabins, erected on defective sites, and but poorly equipped with the ordinary appliances for teaching.

In most cases of the kind we were satisfied that the great impediment to the proper foundation of schools was the difficulty of obtaining suitable sites.

Unfortunately, the principle of the National system of Education was a subject of controversy for a course of many years; and those who could give the sites, were, in this unhappy controversy, very largely opposed or indifferent to the spread of the National Schools.

It is, perhaps, enough on this question to state that Government after Government had it under anxious consideration; that legislation in reference to it was, in the year 1885, ineffectually attempted; but that in the Education Act of 1892, the Government was enabled to incorporate clauses for the compulsory acquisition of sites for schools and teachers' residences.

The provisions of the Act of 1892 upon this subject were welcomed as a great boon by everyone interested in Irish Education.

But the requirements of the measure were, unfortunately, found to contain so many technical difficulties and details of a legal character, as to render an amending Act necessary in 1893.

Even, as amended, the legal processes are somewhat intricate.

We are, however, enabled to report that already 126 applications have been made to provide sites under the provisions of the Act,—64 for school-houses, and 62 for teachers' residences.

In 12 of those cases, we have authorized the trustees named in the applications to carry out the compulsory purchase of the sites.

In 10 cases the applications have been withdrawn owing to difficulties of procedure, or want of funds, or other causes.

In 57 of the cases, the applicants have not as yet filled up and returned to us, the necessary preliminary forms.

In 18 cases the applications are undergoing investigation by our Inspectors.

Further, in 29 of the cases, the applications have been withdrawn, as in the mean time the applicants have amicably settled with the landlords or occupying tenants, for the acquisition of the sites, or they have reasonable grounds to expect that they will obtain the sites without further difficulty.

We look upon the withdrawals in those 29 cases as, so far, a satisfactory acknowledgment of the efficacy of the Act, and we are exceedingly hopeful that since its policy has now been publicly recognised, sites may be so often obtained by private arrangement as to leave comparatively little to be done under its compulsory powers.

MANAGERS OF NEW SCHOOLS.

15. The religious denominations of the Managers of the new schools, distinguishing Clerical from Lay, were as follows:— Religion of Managers of New Schools.

Religious Denominations.	Clerical.		Lay.		Total.	
	No. of Managers.	No. of Schools.	No. of Managers.	No. of Schools.	No. of Managers.	No. of Schools.
Roman Catholic, . .	87	109	2	2	89	111
Late Established Church,	31	35	3	3	34	38
Presbyterian, . .	5	6	–	–	5	6
Methodist, . . .	4	4	1	1	5	5
Other Denominations, .	1	1	–	–	1	1
Total, . .	128	155	6	6	134	161

ATTENDANCE, SEX, AND RELIGIOUS DENOMINATION OF PUPILS.

16. The religious denominations of the 1,032,287 pupils who made even a single attendance within the year were as follows:— Religious denominations of pupils.

783,496 or 75·9 per cent were Roman Catholics.
117,828 or 11·4 ,, of the Late Established Church.
114,039 or 11·1 ,, Presbyterians.
10,404 or 1·0 ,, Methodists.
6,520 or 0·6 ,, of other Denominations.

17. The following Table gives the attendance, sex, and religious denominations of these pupils, distributed according to counties and provinces.

[TABLE.

TABLE showing the total number of Schools in each County; the Rolls; the Religious Denominations of these Pupils; the average

PROVINCES AND COUNTIES.	Total Number of Schools in County.	Total Number of Schools from which Returns have been received.	Attendance		
			Total Number of Pupils on Rolls within the Year 1893, who made at least one Attendance.		
			Males.	Females.	Total.
ULSTER:					
Antrim,	669	665	55,876	53,180	109,056
Armagh,	270	269	16,414	15,765	32,179
Cavan,	294	291	13,641	12,652	26,293
Donegal,	421	417	21,418	19,969	41,387
Down,	478	478	32,198	30,000	62,198
Fermanagh,	178	178	7,873	7,142	15,015
Londonderry,	296	295	16,518	15,557	32,075
Monaghan,	188	188	9,487	9,220	18,707
Tyrone,	377	374	17,903	17,009	34,912
Total,	3,171	3,155	191,328	180,494	371,822
MUNSTER:					
Clare,	249	247	14,462	14,359	28,821
Cork,	755	752	47,519	49,313	96,832
Kerry,	353	351	22,203	22,760	44,963
Limerick,	262	262	16,710	17,899	34,609
Tipperary.	320	319	17,393	18,836	36,229
Waterford,	137	137	8,806	10,469	19,275
Total,	2,076	2,068	127,093	133,636	260,729
LEINSTER:					
Carlow,	80	80	3,974	3,918	7,892
Dublin,	309	308	34,478	39,596	74,074
Kildare,	108	107	5,583	6,072	11,655
Kilkenny,	187	187	9,514	9,484	18,998
King's,	121	119	6,268	6,551	12,819
Longford,	111	111	5,940	5,865	11,805
Louth,	105	105	6,161	7,107	13,268
Meath,	181	178	8,388	8,267	16,655
Queen's,	125	125	6,422	6,146	12,568
Westmeath,	132	131	6,409	6,384	12,793
Wexford,	163	163	8,748	10,021	18,769
Wicklow,	121	121	6,124	5,752	11,876
Total,	1,743	1,735	108,009	115,163	223,172
CONNAUGHT:					
Galway,	416	412	26,155	24,938	51,093
Leitrim,	201	201	10,354	9,705	20,059
Mayo,	404	404	27,250	26,876	54,126
Roscommon,	239	239	14,523	14,314	28,837
Sligo,	209	208	11,271	11,178	22,449
Total,	1,469	1,464	89,553	87,011	176,564
ULSTER,	3,171	3,155	191,328	180,494	371,822
MUNSTER,	2,076	2,068	127,093	133,636	260,729
LEINSTER,	1,743	1,735	108,009	115,163	223,172
CONNAUGHT,	1,469	1,464	89,553	87,011	176,564
IRELAND,	8,459	8,422	515,983	516,304	1,032,287
Per-centage to total on rolls.	–	–	50·0	50·0	–

number from which Returns were received; the total number of Pupils on the number on the Rolls; and the average Daily Attendance for the year 1893.

for the Year 1893.						Average Number on the Rolls for the Year 1893.	Average Daily Attendance for the Year 1893.	Provinces and Counties.
Religious Denominations.*								
R.C.	E.C.	Pres.	Meth.	Others.	Total.			
								Ulster:
26,398	25,808	50,786	3,725	2,339	109,056	78,441	51,830	Antrim.
14,737	10,517	5,417	1,181	327	32,179	25,726	16,358	Armagh.
21,057	4,118	925	184	9	26,293	21,812	13,194	Cavan.
32,185	4,762	3,986	431	23	41,387	32,283	18,502	Donegal.
14,691	14,883	28,628	1,806	2,190	62,198	47,927	31,970	Down.
8,477	5,628	280	626	4	15,015	12,287	7,553	Fermanagh.
13,400	6,741	11,398	181	355	32,075	25,052	15,743	Londonderry.
13,537	2,602	2,503	59	6	18,707	15,685	9,496	Monaghan.
18,367	8,473	7,238	589	245	34,912	27,953	16,994	Tyrone.
162,849	83,532	111,161	8,782	5,498	371,822	287,166	181,640	Total.
								Munster:
28,340	431	34	2	14	28,821	24,689	15,407	Clare.
90,318	5,405	384	497	228	96,832	81,440	55,383	Cork.
43,899	1,007	10	19	28	44,963	38,994	25,992	Kerry.
33,617	758	70	85	79	34,609	29,352	19,224	Limerick.
34,930	1,180	59	53	7	36,229	30,953	20,274	Tipperary.
18,707	456	29	43	40	19,275	15,668	9,881	Waterford.
249,811	9,237	586	699	396	260,729	221,096	146,161	Total.
								Leinster:
7,010	854	8	20	–	7,892	6,753	4,126	Carlow.
63,090	9,204	1,025	350	405	74,074	51,804	33,659	Dublin.
10,741	797	69	16	32	11,655	9,572	6,039	Kildare.
18,255	691	37	9	6	18,998	16,072	10,264	Kilkenny.
11,760	938	88	30	3	12,819	10,756	6,632	King's.
10,780	924	58	39	4	11,805	9,851	5,741	Longford.
12,319	673	224	38	14	13,268	10,888	6,834	Louth.
15,713	871	70	–	1	16,655	14,125	9,311	Meath.
11,027	1,410	49	66	16	12,568	10,626	6,503	Queen's.
12,217	503	35	33	5	12,793	10,986	7,026	Westmeath.
17,492	1,206	47	18	6	18,769	15,735	9,630	Wexford.
10,137	1,589	70	63	17	11,876	9,934	6,436	Wicklow.
200,541	19,660	1,789	682	509	223,172	177,102	112,201	Total.
								Connaught:
50,265	693	101	19	15	51,093	42,097	24,760	Galway.
18,086	1,810	25	132	6	20,059	17,048	10,203	Leitrim.
53,045	862	185	12	22	54,126	44,956	26,643	Mayo.
28,157	593	69	3	15	28,837	24,104	14,054	Roscommon.
20,742	1,441	132	75	59	22,449	18,976	11,398	Sligo.
170,295	5,399	512	241	117	176,564	147,181	87,058	Total.
162,849	83,532	111,161	8,782	5,498	371,822	287,166	181,640	Ulster.
249,811	9,237	586	699	396	260,729	221,096	146,161	Munster.
200,541	19,660	1,780	682	509	223,172	177,102	112,201	Leinster.
170,295	5,399	512	241	117	176,564	147,181	87,058	Connaught.
783,496	117,828	114,039	10,404	6,520	1,032,287	832,545	527,060	Ireland.
75·9	11·4	11·1	1·0	0·6	–	–	–	Per-centage to total on rolls.

* *R.C.*, denotes Roman Catholic; *E.C.* Late Established Church *Pres.*, Presbyterians; *Meth.*, Methodist; and *Others* Other Denominations.

18 TABLE showing the RELIGIOUS DENOMINATIONS of the PUPILS on the Rolls Mixed Attendance of ROMAN

PROVINCES AND COUNTIES.	Total No. of Mixed Schools.	Under Roman Catholic Teachers.							Under	
		No. of Schools.	R.C.	E.C.	Pres.	Meth.	Others.	Total.	No. of Schools.	R.C.
ULSTER.										
Antrim,	338	84	8,236	262	587	21	27	9,133	249	1,941
Armagh,	146	55	5,973	376	157	23	3	6,532	86	851
Cavan,	157	131	12,238	733	94	20	–	13,085	23	250
Donegal,	257	159	16,941	827	510	24	16	18,318	98	2,123
Down,	257	81	7,061	383	576	7	16	8,043	173	1,285
Fermanagh,	129	74	5,304	909	32	68	–	6,313	53	677
Londonderry,	213	70	6,477	324	659	3	19	7,482	142	1,922
Monaghan,	122	76	7,799	369	341	7	2	8,518	43	472
Tyrone,	271	131	10,546	1,142	680	59	22	12,449	139	2,078
Total,	1,890	861	80,575	5,325	3,636	232	105	89,873	1,006	11,599
MUNSTER.										
Clare,	69	67	9,849	246	15	1	14	10,125	2	10
Cork,	262	239	33,398	720	26	10	24	34,178	19	66
Kerry,	129	125	19,181	511	3	10	12	19,717	4	26
Limerick,	73	69	9,291	237	17	3	22	9,570	3	40
Tipperary,	118	113	12,305	430	25	5	7	12,772	4	38
Waterford,	41	40	6,948	186	6	4	13	7,157	1	39
Total,	692	653	90,972	2,330	92	33	92	93,519	33	219
LEINSTER.										
Carlow,	36	31	2,803	130	–	–	–	2,933	5	21
Dublin,	111	65	14,851	457	49	2	9	15,368	35	434
Kildare,	40	38	3,629	140	14	–	13	3,796	2	2
Kilkenny,	69	64	6,231	219	17	–	–	6,467	5	132
King's,	58	57	6,344	290	10	9	–	6,653	1	10
Longford,	56	51	5,798	272	9	4	–	6,083	5	62
Louth,	46	41	4,271	124	24	–	–	4,419	5	45
Meath,	73	67	6,768	251	8	–	1	7,028	3	96
Queen's,	49	47	4,722	247	14	3	–	4,986	2	6
Westmeath,	49	47	4,832	195	5	–	–	5,032	2	10
Wexford,	87	77	8,933	318	11	1	6	9,269	10	71
Wicklow,	51	45	4,350	205	5	1	5	4,566	6	51
Total,	725	630	73,532	2,848	166	20	34	76,600	81	940
CONNAUGHT.										
Galway,	114	112	14,385	373	21	4	15	14,798	2	14
Leitrim,	111	105	10,317	573	13	31	3	10,937	6	50
Mayo,	107	99	13,000	314	36	1	16	13,367	8	64
Roscommon,	77	73	8,388	294	18	–	–	8,700	4	33
Sligo,	117	108	10,807	568	14	1	–	11,390	8	97
Total,	526	497	56,897	2,122	102	37	34	59,192	28	258
GROSS TOTAL,	3,833	2,641	301,976	12,625	3,996	322	265	319,184	1,148	13,016

of the 3,833 SCHOOLS from which Returns have been received, exhibiting a CATHOLICS and PROTESTANTS.

Protestant Teachers.					Under Roman Catholic and Protestant Teachers.							PROVINCES AND COUNTIES.
E.C.	Pres.	Meth.	Others.	Total.	No. of Schools	R.C.	E.C.	Pres.	Meth.	Others.	Total.	
												ULSTER.
12,093	22,358	1,416	998	38,806	5	263	792	998	152	102	2,307	Antrim.
4,794	3,035	429	125	9,234	5	99	197	193	36	15	540	Armagh.
1,139	241	42	8	1,680	3	245	52	116	4	–	417	Cavan.
2,666	2,633	155	4	7,581	–	–	–	–	–	–	–	Donegal.
7,601	13,056	697	869	23,508	3	194	133	109	3	2	441	Down.
2,793	173	356	2	4,001	2	77	147	19	35	1	279	Fermanagh.
3,758	7,480	71	178	13,409	1	79	13	33	–	–	125	Londonderry.
1,315	1,264	34	4	3,089	3	24	143	125	7	–	299	Monaghan.
4,440	4,851	330	102	11,801	1	120	42	54	–	–	216	Tyrone.
40,599	55,091	3,530	2,290	113,109	23	1,101	1,519	1,647	237	120	4,624	Total.
												MUNSTER.
100	19	1	–	130	–	–	–	–	–	–	–	Clare.
1,195	27	123	3	1,414	4	831	315	11	25	40	1,222	Cork.
153	–	–	–	179	–	–	–	–	–	–	–	Kerry.
115	3	4	21	183	1	63	59	6	7	9	144	Limerick.
112	4	17	–	171	1	28	79	14	14	–	135	Tipperary.
35	6	5	5	90	–	–	–	–	–	–	–	Waterford.
1,710	59	150	29	2,167	6	922	453	31	46	49	1,501	Total.
												LEINSTER.
149	2	1	–	173	–	–	–	–	–	–	–	Carlow.
3,960	430	126	312	5,262	11	3,013	758	100	54	31	3,956	Dublin.
62	6	3	4	77	–	–	–	–	–	–	–	Kildare.
167	20	6	–	325	–	–	–	–	–	–	–	Kilkenny.
53	–	–	–	63	–	–	–	–	–	–	–	King's.
120	27	13	2	224	–	–	–	–	–	–	–	Longford.
195	77	26	–	343	–	–	–	–	–	–	–	Louth.
99	21	–	–	216	3	594	92	–	–	–	686	Meath.
98	5	–	–	109	–	–	–	–	–	–	–	Queen's.
76	5	13	3	107	–	–	–	–	–	–	–	Westmeath.
369	14	8	–	462	–	–	–	–	–	–	–	Wexford.
344	17	8	–	420	–	–	–	–	–	–	–	Wicklow.
5,692	624	204	321	7,781	14	3,607	850	100	54	31	4,642	Total.
												CONNAUGHT.
100	30	13	–	157	–	–	–	–	–	–	–	Galway.
341	7	22	3	423	–	–	–	–	–	–	–	Leitrim.
241	133	5	–	443	–	–	–	–	–	–	–	Mayo.
201	4	3	11	252	–	–	–	–	–	–	–	Roscommon.
362	26	32	20	537	1	6	61	20	22	12	121	Sligo.
1,245	200	75	34	1,812	1	6	61	20	22	12	121	Total.
49,246	55,974	3,959	2,674	124,869	44	5,636	2,883	1,798	359	212	10,888	GROSS TOTAL.

Mixed Schools (*continued*).

Total and relative numbers of Protestant and Roman Catholic pupils in mixed schools.

The following tables show, according to provinces, the number of Roman Catholic and Protestant Pupils on rolls of 3,833 Mixed Schools, in 1893, and the per-centage of each denomination:—

A.—Mixed Schools under Roman Catholic Teachers exclusively.

No. of Schools.	Roman Catholic Pupils.	Protestant Pupils.	Per-centage of each Denomination to total Mixed Attendance in these Schools.	
			Roman Catholics.	Protestants.
2,641	301,976	17,208	94·6	5·4

Provinces.	Mixed Schools.	Roman Catholic Pupils.	Protestant Pupils.
Ulster, . .	861	89·7 per cent.	10·3 per cent.
Munster, . .	653	97·3 ,,	2·7 ,,
Leinster, . .	630	96·0 ,,	4·0 ,,
Connaught, .	497	96·1 ,,	3·9 ,,

B.—Mixed Schools under Protestant Teachers exclusively.

No. of Schools.	Roman Catholic Pupils.	Protestant Pupils.	Per-centage of each Denomination to total Mixed Attendance in these Schools.	
			Roman Catholics.	Protestants.
1,148	13,016	111,853	10·4	89·6

Provinces.	Mixed Schools.	Roman Catholic Pupils.	Protestant Pupils.
Ulster, . .	1,006	10·3 per cent.	89·7 per cent.
Munster, . .	33	10·1 ,,	89·9 ,,
Leinster, . .	81	12·1 ,,	87·9 ,,
Connaught, .	28	14·2 ,,	85·8 ,,

C.—Mixed Schools under Roman Catholic and Protestant Teachers conjointly.

No. of Schools	Roman Catholic Pupils.	Protestant Pupils.	Per-centage of each Denomination to total Mixed Attendance in these Schools.	
			Roman Catholics.	Protestants.
44	5,636	5,252	51·8	48·2

Provinces.	Mixed Schools.	Roman Catholic Pupils.	Protestant Pupils.
Ulster, . . .	23	23·8 per cent.	76·2 per cent.
Munster, . .	6	61·4 ,,	38·6 ,,
Leinster, . .	14	77·7 ,,	22·3 ,,
Connaught, .	1	5·0 ,,	95·0 ,,

Summary.

No. of Schools.	Roman Catholic Pupils.	Protestant Pupils.	Per-centage of each Denomination to total Mixed Attendance in these Schools.	
			Roman Catholics.	Protestants.
3,833	320,628	134,313	70·5	29·5

Unmixed Schools.

19. The following table exhibits the religious denominations of pupils on rolls of 4,585 schools, attended *exclusively* by Roman Catholic or by Protestant children:—

Provinces and Counties.	Total Number of unmixed Schools.*	Under Roman Catholic Teachers.		Under Protestant Teachers.					
		Number of Schools.	No. of Pupils. R. C.	No. of Schools.	No. of Pupils—Protestants. E. C.	Pres.	Meth.	Others.	Total.
Ulster.									
Antrim,	327	61	15,958	266	12,661	26,843	2,136	1,212	42,852
Armagh,	123	47	7,814	76	5,150	2,032	693	184	8,059
Cavan,	133	87	8,272	46	2,194	474	118	1	2,787
Donegal,	160	123	13,121	37	1,269	843	252	3	2,367
Down,	221	40	6,151	181	6,766	14,887	1,099	1,303	24,055
Fermanagh,	49	23	2,419	26	1,779	56	167	1	2,003
Londonderry,	81	30	4,922	51	2,589	3,135	96	158	5,978
Monaghan,	66	43	5,242	23	775	773	11	–	1,559
Tyrone,	102	46	5,623	56	2,822	1,619	195	121	4,757
Total,	1,262	500	69,522	762	36,005	50,662	4,767	2,983	94,417
Munster.									
Clare,	178	175	18,481	3	85	–	–	–	85
Cork,	489	424	56,023	65	3,175	320	339	42	3,876
Kerry,	222	212	24,692	10	343	7	9	16	375
Limerick,	189	183	24,223	6	347	44	71	27	489
Tipperary,	201	187	22,559	14	559	16	17	–	592
Waterford,	96	90	11,720	6	235	17	34	22	308
Total,	1,375	1,271	157,698	104	4,744	404	470	107	5,725
Leinster.									
Carlow,	44	33	4,186	11	575	6	19	–	600
Dublin,	197	147	44,792	50	4,029	446	168	53	4,696
Kildare,	67	53	7,110	14	595	49	13	15	672
Kilkenny,	118	110	11,892	8	305	–	3	6	314
King's,	61	48	5,406	13	595	78	21	3	697
Longford,	55	44	4,920	11	532	22	22	2	578
Louth,	59	51	8,003	8	354	123	12	14	503
Meath,	105	90	8,255	15	429	41	–	–	470
Queen's,	76	56	6,299	20	1,065	30	63	16	1,174
Westmeath,	82	76	7,375	6	232	25	20	2	279
Wexford,	76	66	8,488	10	519	22	9	–	550
Wicklow,	70	50	5,736	20	1,040	48	54	12	1,154
Total,	1,010	824	122,462	186	10,270	890	404	123	11,687
Connaught.									
Galway,	298	293	35,866	5	220	50	2	–	272
Leitrim,	90	70	7,719	20	896	5	79	–	980
Mayo,	297	288	39,981	9	307	16	6	6	335
Roscommon,	162	159	19,736	3	98	47	–	4	149
Sligo,	91	80	9,832	11	450	72	20	27	569
Total,	938	890	113,134	48	1,971	190	107	37	2,305
Grand Total,	*4,585	3,485	462,816	1,100	52,990	52,146	5,748	3,250	114,134

* There are four other schools, one in Cavan, one in Londonderry, one in Tyrone, and one in Cork, of an unmixed attendance, which cannot be brought under any of the headings in these Tables.

Unmixed Schools—*continued.*

Unmixed attendance average per School.

20. The average number of Roman Catholic and Protestant pupils on rolls in the unmixed schools, according to Provinces, in 1893, was as follows:—

—	A.—Under Roman Catholic Teachers exclusively.		B.—Under Protestant Teachers exclusively.					
	Schools.	R.C. pupils per school.	Schools.	E.C. pupils.	Pres. pupils.	Meth. pupils.	Others.	Protestant pupils per school.
Ulster, . . .	500	139·0	762	47·2	66·5	6·3	3·9	123·9
Munster, . .	1,271	124·1	104	45·6	3·9	4·5	1·0	55·0
Leinster, . .	824	143·6	186	55·2	4·8	2·2	·6	62·8
Connaught, . .	890	127·1	48	41·1	3·9	2·2	·8	48·0
Total, . .	3,485	–	1,100	–	–	–	–	–
Average per School,	–	132·8	–	48·2	47·4	5·2	2·9	103·7

Comparison of mixed with unmixed attendances.

21. From the foregoing Returns it appears that, taking account of all the pupils who made any attendance at our schools on any day between the 1st January, 1893, and the 31st of December, 1893, a mixed attendance of Roman Catholic and Protestant pupils was to be found in 3,833 schools, whilst in 4,589 schools the attendance was unmixed.

Per-centage of Schools with mixed Religious attendance.

22. The per-centage of Schools exhibiting a mixed attendance of Roman Catholic and Protestant Pupils for each year from 1884 to 1893, is as follows:—

—	1884.	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.	1893.
Ulster, .	72·1	70·0	67·5	65·7	64·5	63·6	62·8	60·4	60·5	59·9
Munster, .	36·7	36·3	36·3	35·3	34·4	33·3	32·9	32·3	33·0	33·5
Leinster, .	44·8	46·9	44·6	45·9	45·7	44·4	43·2	43·9	42·2	41·8
Connaught, .	40·9	38·4	39·2	38·4	37·0	36·6	36·4	36·1	35·4	35·9
Total, .	52·4	51·5	50·2	49·4	48·4	47·5	46·7	45·7	45·6	45·5

Model Schools.

Model Schools.

23. The number of Model School Establishments in operation at the end of the year was 30, of which 4 (including the Central Model School) are Metropolitan, and the remaining 26 are District and Minor Model Schools. These contain in all 84 separate departments, each having its own distinct staff and organization.

24. The number of pupils on the rolls of the Model Schools who attended once or oftener within the last fourteen days of the month immediately preceding the Results Examinations in 1893, was 9,664.

25. The average daily attendance at these Schools for the year was 7,564.

26. The centesimal proportion of the average attendance of pupils in Model Schools throughout the year to the number on the rolls who attended on any of the last 14 days of the month preceding the Annual Examinations was 78·3. Of the number thus on the Rolls 16·6 per cent. were Infants, 33·2 per cent. were in the Junior Classes (1st to 3rd), and 50·2 per cent. were in the advanced classes.

27. TABLE.

County.	Name of School.	Religious Denominations of Pupils on Rolls who made any attendance within the year.						Average number on Rolls.	Average Daily Attendance.
		R.C.	E.C.	Pres.	Meth.	Others.	Total.		
Dublin,	Metropolitan:								
"	Central Model,	1,834	640	118	52	30	2,674	1,684	1,216
"	West Dublin,	862	62	10	1	3	938	569	364
"	Inchicore,	640	169	11	3	1	824	541	360
"	Glasnevin,	65	33	1	–	–	99	70	50
Kildare,	Athy,	–	74	29	6	2	111	91	65
Cavan,	Bailieborough,	–	64	41	7	–	112	90	65
Antrim,	Ballymena,	4	73	341	16	53	487	345	256
Antrim,	Belfast,	70	649	959	198	115	1,991	1,397	1,054
Tipperary,	Clonmel,	124	79	14	14	–	231	181	131
Londonderry,	Coleraine,	13	61	252	12	11	349	261	196
Cork,	Cork,	329	303	11	25	40	708	468	375
Cork,	Dunmanway,	24	112	–	27	–	163	138	98
Wexford,	Enniscorthy,	1	139	11	5	–	156	131	87
Fermanagh,	Enniskillen,	25	165	47	63	2	302	221	173
Galway,	Galway,	14	100	30	13	–	157	103	81
Kilkenny,	Kilkenny,	13	88	20	6	–	127	87	62
Limerick,	Limerick,	129	147	17	13	44	350	235	176
Londonderry,	Londonderry,	3	195	392	43	16	649	467	356
Armagh,	Newry,	42	154	212	20	12	440	332	247
Down,	Newtownards,	1	43	319	43	20	426	314	228
Sligo,	Sligo,	9	189	46	54	29	327	247	185
Meath,	Trim,	192	12	1	–	1	206	166	114
Waterford,	Waterford,	64	87	10	9	11	181	117	83
Antrim,	Ballymoney,	–	54	342	3	6	405	334	255
Antrim,	Carrickfergus,	12	123	157	25	53	370	283	222
Armagh,	Lurgan,	13	296	137	60	20	526	398	298
Monaghan,	Monaghan,	20	175	157	8	–	360	274	207
Tyrone,	N.-T.-Stewart,	–	104	108	8	–	220	169	134
Tyrone,	Omagh,	13	284	221	43	5	566	434	313
King's,	Parsonstown,	–	140	34	10	2	196	162	113
	Total,	4,516	4,814	4,048	787	476	14,641	10,309 *	7,564 *

* The centesimal proportion of the average daily attendance of pupils to the average on the rolls was 73·3.

Convent and Monastery National Schools.

Convent and Monastery Schools.

28. These schools are divided in regard to salaries into two classes; (*a*) those whose teachers adopt the principle of classification, and are paid according to the same scale of class salaries as teachers of ordinary National schools; and (*b*) those in which the amount of salary awarded is regulated by the average number of children in daily attendance.

A Merit Capitation Grant of 12*s.* per pupil in average daily attendance is awarded to the Conductors of the schools paid on the principle of capitation, when the results of the Annual Examination are entirely satisfactory; and when such results prove to be only fair or passable, a grant of 10*s.* is awarded. The numbers of the schools receiving the higher Merit Grant in 1893 were 249 Convent and 3 Monastery schools. The number of Convent schools receiving the lower Grant was 5.

Convent and Monastery National Schools, whether paid on the principle of classification or of capitation, share with ordinary National Schools in Results fees, Gratuities for instructing Monitors, Customs and Excise Grant, and the "School Grant" provided by the Act of 1892.

The centesimal proportion of the average daily attendance of pupils of Convent and Monastery National Schools to the number on rolls who attended on any of the last 14 days of the month preceding the Annual Examination was 75·5.

The numbers of those Schools, and the attendances, in 1893, were as follows :—

Summary.

Class of School.	Paid by Capitation.		Paid by Classification.		Total.	
	No. of Schools.	Average Attendance.	No. of Schools.	Average Attendance.	No. of Schools.	Average Attendance.
Convent, .	254	59,838	23	4,305	277	64,143
Monastery, .	3	937	37	4,936	40	5,873
Total, .	257	60,775	60	9,241	317	70,016 *

There are special industrial departments for girls in 50 of the Convent National Schools, in which, in rooms set apart for the purpose and furnished with the necessary appliances, instruction is given by skilled teachers in various branches of higher needlework, embroidery, lace-making, &c. The teachers of these departments are paid special salaries.

Workhouse Schools.

Workhouse Schools.

29. The number of Workhouse Schools in connexion with us on the 31st December, 1893, was 155.

These schools were examined on the same system as the Ordinary Schools, and extracts from the reports of our Inspectors were communicated to the Local Government Board, for the information

* The centesimal proportion of the average daily attendance of pupils to the average number on the Rolls, 66·4.

of the several Boards of Guardians. The salaries of the Teachers are determined by the Poor Law authorities, and paid from the Consolidated Fund; but the Poor Law Guardians have power, under the Act 38 & 39 Vict., cap. 96, to award to their Teachers, from the rates, the amount of results fees payable on the Inspectors' reports.

The total number of pupils appearing on the rolls of these Workhouse Schools during the year ending 31st December, 1893, was 8,657, and the average daily attendance was 4,815.

Evening Schools.

Evening Schools.

30. Forty-six Evening Schools were in operation on the 31st December, 1893. These schools are, as a rule, held on the same premises and taught by the same teachers as the Day Schools connected therewith. The number of scholars in average attendance was 1,888.

Training Colleges.

Training Colleges.

31. There are five Training Colleges receiving Grants, viz.:—

"Marlborough-street" (Dublin), for males and females, under our own Management;

"St. Patrick's" (Drumcondra, Dublin), for males, and

"Our Lady of Mercy" (Baggot-street, Dublin), for females, both under the management of His Grace the Most Rev. Dr. Walsh, Archbishop of Dublin;

"Church of Ireland" (Kildare-place, Dublin), for males and females, under the management of His Grace the Most Rev. and Right Hon. Lord Plunket, Archbishop of Dublin;

"De la Salle" (Waterford), for males, under the management of the Most Rev. Dr. Sheehan, Bishop of Waterford and Lismore.

The provisions made in our Rules for the training of Teachers in these Colleges are as follows:—

(*a.*) A One Year's course of training, beginning in September, open to Principal and Assistant Teachers already classed.

(*b.*) A Two Years' course of training open to Pupil-teachers, paid monitors, and other suitable students approved by the Commissioners, and possessing the qualifications prescribed for Third Class National Teachers. This Course is also open to Classed Principals and Assistants, instead of the one year's course, provided they shall have resigned their appointments before entering the Training College.

(*c.*) At the end of the first year of residence, the two-year students, in addition to extra papers upon the Art of Teaching and of School Organization, must pass *creditably* in the course prescribed for Third Class Teachers.

(*d.*) At the end of the second year of residence, such students must pass the course for Second Class Teachers, except as provided for in the following regulation, viz.:—"A Queen's scholar who, on entering a Training College, ranks in either division of second class, may, with the sanction of the authorities of the College, on the termination of his course of training be allowed to take first class examination papers, and,

Training Colleges.

if qualified, be promoted to second division of first class. In the same manner a Queen's Scholar ranking in Second Division of First Class on coming up to training may be promoted to first division on same condition."

(*e.*) After probation for two years as Teachers in Public Elementary Schools, Students will be entitled to Training Diplomas on the prescribed conditions.

(*f.*) The Commissioners also recognise an Extern Class, which is composed of a limited number of duly qualified young persons who wish to become National Teachers. At the end of the Training course they are examined and classed as Teachers, according to their merits and qualifications, and after two years probation as Teachers of Public Elementary Schools are entitled to Training Diplomas on the prescribed conditions.

Fixed Grants.

Under the provisions of a scheme for the re-construction of the Training Colleges, promulgated in a letter dated 25th of November, 1890, from the Right Hon. A. J. Balfour, then Chief Secretary for Ireland, the fixed grant payable for each Queen's Scholar in the Training Colleges, Marlborough-street included, is £50 for a male and £35 for a female Queen's Scholar, per annum.

Bonuses.

In addition to these fixed grants, a bonus of £10 for each year of residence for every male Queen's Scholar, and £7 for each year of residence for every female Queen's Scholar, is made on the award of the Training Diploma after a probationary service of two years in the actual work of teaching.

These five establishments have continued their valuable work of preparing suitable candidates for the position of School Teacher.

Extensive improvements have been effected in the residential portion of Marlborough-street Training College, in order to promote the comfort and convenience of the students. The expenditure was defrayed out of the Parliamentary Grants voted for the maintenance of the College.

Accommodation for an increased number of Queen's Scholars has been provided in the case of "St. Patrick's" College by large additions to the existing buildings; also a new house has been erected for the De La Salle College.

During recent years "Our Lady of Mercy" College and the "Church of Ireland" College have made important additions to the previously existing accommodation.

During the past College year, commencing in September, 1892, 694 Queen's Scholars, of whom 360 were males, and 334 females (including 4 "Externs"), were *under instruction* in these Colleges.

Four hundred and two *completed* their course of training. Of these one hundred and fifty-four, who had been previously employed as Teachers of National Schools, completed their course of one year's training, and two hundred and forty-eight (including one Extern) completed their two years' course of training.

32. SUMMARY of QUEEN'S SCHOLARS in Training Session, 1892–3. Training Colleges.

MALES.

Name of College.	No. of Queen's Scholars admitted to Session 1892–3.	No. who remained until Close of Session.	Result of Examination (Christmas and July).				First Year's Examination of Two-Year Students.	
			One-Year Students.		Final Year of Two-Year Students.			
			No. Examined.	No. Passed.	No. Examined.	No. Passed.	No. Examined.	No. Passed.
Marlborough-street,	97	93*	21	20	33	32	37	37
St. Patrick's, . .	160	158	72	71	46	46	40	40
Church of Ireland,	33	29	5	5	13	12	11	11
De La Salle, . .	70	70	5	5	39	35	26	25
Total (Males), .	360	350	103	101	131	125	114	113

* Two absent from Examination (ill).

FEMALES.

Marlborough-street,	108	102‡	21	17	42	42	38*	36*
Our Lady of Mercy,	153	151	39	35	49†	48†	63§	62§
Church of Ireland,	73	70	2	1	34	33	34	34
Total (Females),	334	323	62	53	125	123	135	132

* Includes one Extern. † Includes one Extern.
‡ One absent from Examination (ill). § Includes two externs.

TOTAL NUMBER of QUEEN'S SCHOLARS TRAINED at each of the COLLEGES under PRIVATE MANAGEMENT since their opening.

Name of College.	Period of Operation.	Numbers Trained.		
		Males.	Females.	Total.
St. Patrick's, ...	1883 to 1893,	901	—	901
Our Lady of Mercy, . .	1883 to 1893,	—	904	904
Church of Ireland, . . .	1884 to 1893,	141	292	433
De La Salle, ...	1891 to 1893,	65	—	65

*Marlborough-street Training College.**

RELIGIOUS DENOMINATIONS of the QUEEN'S SCHOLARS who completed their Training Course in 1893.

—	R.C.	E.C.	Pres.	Meth.	Others.	Total.
Queen's Scholars in Residence, .	40	10	56	4	1	111

The total number trained in the Marlborough-street College since its re-organization, dating from 1st September, 1885, is as follows:—

Males, ...	426
Females, ...	454
Total, ...	880

* Twelve thousand two hundred Students have undergone courses of training varying in length from three months to two years, in the Marlborough-street College from the commencement of our proceedings in 1833 up to 31st August, 1893.

33. The total number of students in Training annually in the Training Colleges since 1883, including the Marlborough-street Undenominational Training College, and the annual Grants to them, are set forth in the following Table:—

Year.	"Marlborough Street."			"St. Patrick's."		"Our Lady of Mercy."		"Church of Ireland."			"De La Salle."‡		Total.		
	Students. †		Amount.	Students.	Amount.	Students.	Amount.	Students.		Amount.	Students.	Amount.	Students.		Amount.
	Males.	Females.						Males.	Females.				Males.	Females.	
			£ s. d.		£ s. d.		£ s. d.			£ s. d.		£ s. d.			£ s. d.
1883-4,	87	90	7,853 19 5	63	1,644 0 0	94	1,520 0 0	—	—	—	—	—	150	184	11,017 19 5
1884-5,	81	91	7,762 12 1	137	4,951 4 11	99	3,362 17 3	14	48	1,104 0 0	—	—	232	238	17,180 14 3
1885-6,	98	101	7,948 5 1	148	6,383 2 5	141	4,085 18 7	21	66	2,795 0 9	—	—	267	308	21,212 6 10
1886-7,	98	102	7,865 1 0	146	6,248 14 6	148	5,013 7 8	32	62	3,553 19 0	—	—	276	312	22,681 2 2
1887-8,	100	99	7,514 10 7	146	6,605 14 8	150	5,165 16 11	29	73	3,827 0 10	—	—	275	322	23,113 3 0
1888-9,	100	100	7,096 14 10	145	6,395 16 0	150	5,235 12 2	26	72	3,717 8 6	—	—	271	322	22,445 11 6
1889-90,	95	99	7,106 9 10	145	6,326 11 7	150	4,136 8 11	38	72	3,926 0 1	—	—	278	321	21,495 10 5
1890-1,	99	99	7,384 6 7	146	6,669 5 2	150	5,467 10 2	38	65	3,815 11 0	—	—	283	314	23,336 12 11
1891-2,	101	102	9,421 10 9	146	8,097 2 0	150	5,934 17 4	38	67	4,653 4 11	64	1,536 0 0	349	319	29,642 15 0
1892-3,	97	107	10,135 9 0	160	10,346 9 7	150	7,231 3 0	33	73	5,963 7 0	70	3,344 0 0	360	330	37,020 8 7
Total Grants,	—	—	*80,088 19 2	—	63,668 0 10	—	47,153 12 0	—	—	33,355 12 1	—	4,880 0 0	—	—	229,146 4 1

* The Marlborough-street College was kept in repair, and supplied with fuel, light, &c., by the Board of Works, up to 31st August, 1890. The amounts entered in the above Table under head of "Marlborough-street" do not include the cost of these incidents prior to 1891-2, no separate account of them having been kept.
† Externs not included.
‡ De La Salle Training College commenced operations on 1st September, 1891.

Training Colleges.

34. The Inspectors in charge of the Training Colleges report in favourable terms as to the maintenance of the premises, and as to the efficiency of the system of instruction.

Their General Reports on the Colleges for the year ended 31st August, 1893, will be found in the Appendix to this Report.

Number of Teachers.

Number of Teachers.

35. We had in our service on 31st December, 1893, 8,253 Principal Teachers and 3,333 Assistants, making, in the whole, 11,586 classed Teachers, of whom 4,814 were trained. We had also in our service, at the same time, 822 Workmistresses and Industrial Teachers, 23 Junior Literary Assistants, 67 Temporary Assistants, and 10 Temporary Workmistresses.

The number of teachers (showing the numbers of Principals and Assistants in the several classes) on 31st December, 1893, was as follows :—

Class.	Principals.		Assistants.		Total.	Junior Assistants.	Workmistresses and Industrial Teachers.	Temporary Assistants		Temporary Workmistresses.
	Males.	Females.	Males.	Females.				Males.	Females.	
1^1 . .	450	343	28	37	2,162	.	.	.	.	.
1^2 . .	687	466	59	92		.	.	.	.	.
2^1 . .	1,855	1,356	207	674	4,989	.	.	.	.	.
2^2 . .	315	258	141	183		.	.	.	.	.
3^1 . .	1,265	953	353	1,185	4,435	.	.	.	.	.
3^2 . .	171	134	136	238		.	.	.	.	.
Total,	4,743	3,510	924	2,409	11,586	23	822	24	43	10
	8,253		3,333					67		
Gross Total,	12,508									

The Conductors of 254 Convent and 3 Monastery Schools paid by capitation are not included in this return.

36. Our returns for 8,422 schools show the respective numbers taught by masters and by mistresses exclusively, and by mixed Staffs; also the numbers attended by boys only, and by girls and infants only, and the numbers having a mixed attendance of boys and girls.

TEACHERS.	Schools for Boys only.	Schools for Girls (and Infants) only.	Schools for Mixed Attendance of Boys and Girls.
Masters only, ...	1,945	—	—
Masters only, ...	—	—	1,017
Mistresses only, ...	—	2,175	—
Mistresses only, ...	—	—	1,520
Master and Female Assistants, . . .	—	—	977
Master and Workmistress,*	—	—	788
Total, ...	1,945	2,175	4,302

* The Workmistresses are employed at least two hours a day in teaching needlework, knitting, &c

New Teachers.

New Teachers.

37. During the year 1893, there were 461 persons newly appointed as Principal or Assistant Teachers. Of these 193 had been trained; 259 had been Monitors or Pupil Teachers; 7 had been pupils *only* of National Schools admitted under special and exceptional circumstances; and 2 came from private schools or institutions.

ANTECEDENTS OF NEW TEACHERS.

	Prin.	Assist.	Total.
Had been trained in "Marlborough-street" Training College,	23	35	58
" "St. Patrick's" "	20	28	48
" "Our Lady of Mercy" "	16	21	37
" "Church of Ireland" "	27	6	33
" "De la Salle" "	3	14	17
Total,	89	104	193
Had been Pupil Teachers, } In Model National Schools,	10	23	33
" Paid Monitors, }	1	4	5
Total,	11	27	38
" Paid Monitors, } In Ordinary National Schools,	46	134	180
" Pupils only, }	3	1	4
Total,	49	135	184
" Paid Monitors, } In Convent National Schools,	16	25	41
" Pupils only, }	1	2	3
Total,	17	27	44
From Private Schools, &c.,	1	1	2
Total New Teachers,	167	294	461

Annual Examination of Teachers, &c., at the District Centres and at the Training Colleges.

Annual Examinations.

38. These Examinations took place in July, 1893.

The number of Teachers examined for promotion was 722; Monitors, 1,769; Pupil Teachers from Model Schools, 152; and of Queen's Scholars in the Training Colleges, 670; total, 3,313. There were 834 young persons examined on the same occasion as candidates for admission to the different Training Colleges, a considerable proportion of whom were also undergoing examination in their capacity as Monitors or Pupil Teachers.

Advancement in Classification.

The advancement of the teaching staff in classification during the last ten years has been very marked, as may be observed in the following Table:—

Comparison of 1883 with 1893.

Teachers in the several Classes, Males and Females included.			Per-centage to Total.	
Classes.	1883.	1893.	1883.	1893.
First Division of First (highest),	279	858	2·6	7·4
Second Division of First,	761	1,304	7·1	11·2
Second Class,	3,641	4,989	34·3	43·1
Third Class (lowest),	5,940	4,435	56·0	38·3

A synopsis of the Special Reports furnished by Examiners on the character of the answering of Teachers and Monitors in the various subjects will be found in the Appendix to this Report.

Paid Monitors and Pupil Teachers.

Paid Monitors.

39. Monitorships are practically scholarships open to the pupils of the schools in which they are educated. They are the rewards of efficiency on the part of the teachers, and of industry, ability, and good attendance on the part of the pupils.

40. The number of paid Monitors on the 31st December, 1893, was 1,752 Males, and 3,702 Females. Total, 5,454.

Pupil Teachers.

There were also 176 pupil teachers (117 Males and 59 Females) in our Model Schools.

The following table gives the number of Monitors recognised, distinguishing year of service:—

Year of Service.	Male Monitors.	Female Monitors.	Total.
1st year . . .	511	911	1,422
2nd „ . . .	375	785	1,160
3rd „ . . .	361	738	1,099
4th „ . . .	282	640	922
5th „ . . .	223	628	851
Total, . . .	1,752	3,702	5,454

Industrial Instruction.

Industrial Instruction of Girls.

41. (1.) Since the foundation of the National system the Industrial Instruction of Girls has been provided for in the following fundamental rule—

> "The Commissioners require that instruction shall be given in plain needlework in all Schools in which Female Teachers are employed."

(2.) From 1st August, 1889, the minimum time to be devoted to instruction in Needlework, Knitting, &c., for girls in all National schools in which female teachers are employed was fixed at one hour daily of the ordinary school time. Girls who attend school regularly for their full course should thus be capable of making their own clothes and of rendering useful assistance in the ordinary home industries.

Instruction in Needlework, Knitting, &c., has been on the whole fairly satisfactory. During the year, 163,469 girls were examined by the Inspectors in Needlework, &c., and 151,029 passed the standard.

Industrial Departments.

There were 53 special departments of Industry in operation in 1893 for the instruction in Embroidery and other advanced kinds of Needlework, of the senior pupils, of such girls of the National Schools as have passed the ordinary literary course of their schools, and of young women of the localities. These

departments, which are nearly all connected with Convent Schools, continue to do excellent work in introducing useful and profitable industries, and opening channels for the remunerative labour of girls.

Examination of Monitresses in Industries.

At the Annual Examinations, the monitresses and female teachers are tested in Patching, Darning, and Dressmaking, in addition to the ordinary subjects of Plain Sewing, Knitting, and Cutting Out.

Domestic Economy.

Instruction was given in 211 schools to 2,296 girls in the important subject of Domestic Economy.

Handicraft, Spinning, Weaving, &c.

Provision was made for instruction in Handicraft and in Spinning, Weaving, and other Cottage Industries, as extra branches upon which the senior classes of National Schools may be examined.

AGRICULTURE.

No. of pupils examined in theory of agriculture.

42. As set forth in the table at page 43, there were 79,462 pupils examined in the Agricultural Class Books by the District Inspectors in the Ordinary National Schools at their Results Examinations, of whom 48,399 passed. Instruction in the *theory* of AGRICULTURE is compulsory in all rural schools for boys in the 4th, 5th, and 6th classes, and is optional in the case of girls.

School Farms, &c.

The total number of School Farms in connexion with Ordinary National Schools on the 31st December, 1893, was 45. The names of the Schools and the extent of the farm attached to each will be found in the Appendix. The total number of pupils examined in Practical Agriculture for special results fees in this class of schools, by the Agricultural Superintendent, within the results year, was 667, of whom 581 passed in the agricultural programme.

We had also 30 schools having School Gardens attached. For the management of these Gardens, and for the agricultural knowledge displayed by the pupils, we granted special agricultural fees, upon the reports of the District Inspectors. The number of pupils examined in these schools was 495, of whom 419 passed.

Dairy Management.

43. The instruction given in the Dairy Schools at Glasnevin and Cork continues to be efficiently carried out.

The number of Dairy pupils who attended during the two Sessions of 1893 at the Glasnevin Dairy School was 60. At the close of the Sessions the pupils acquitted themselves creditably in the prescribed examination, and the quality of the butter made by them in competition for prizes offered by the Royal Dublin Society, shows that the working of the school is satisfactory.

The attendances at the Munster Dairy School at Cork have been—

First Session, 1893,	33 Pupils.
Second „ „	33 „
Third „ „	37 „

The Local Committee in connection with this school continued their useful co-operation in watching over the interests of the school.

In consideration of the growing importance of the dairying industry of the country special attention was given to the instruction of the Male Students in all branches of Dairy management at the Munster and the Glasnevin Institutions.

The Dairy School at the Marlborough-street Training College continues to be largely attended by the Female Queen's Scholars of the College and to be efficiently conducted. It is hoped that the women thus instructed will carry with them to their several localities an intelligent and practical interest in the Dairy industry.

Creameries. During the winter of 1893, a special class for instructing persons engaged in Creamery occupations as Creamery Managers was held at the Munster Dairy School. The Dairy School was supplied with the newest machinery suitable for Creameries, and special instruction was given in the use of the machinery. Lectures on the chemistry of milk were delivered by a skilled Chemist. Practical instruction in Creamery management was imparted by an experienced Dairy Instructor, who at the suggestion, and under the authority of the Government, was appointed from the 1st April, 1893, to visit and organize the Creameries and Butter Factories throughout Ireland, and also to give general instruction in buttermaking and cheesemaking to the Students of the Model Farms.

Male Dairy Instructor.

The Reports of the Dairy Instructor show that in several instances much remains to be done to remedy existing defects, especially in the drainage, ventilation, and general cleanliness of the Creameries.

Our Board has no power of control or interference in regard to the management or arrangements of Creameries, but the visits of the Dairy Instructor have been well received by the Managers, and we feel assured that his suggestions for the removal of defects and the adoption of satisfactory methods will prove of practical value in aiding and encouraging the industry.

Female Dairy Instructors. We also appointed three young women to travel to various centres and give demonstrations in dairying. The results of these arrangements have proved highly satisfactory. The female Dairy Instructors were well received in the localities which they visited, and a widespread interest was shown in their methods and demonstrations.

Bee-keeping. During the year we sanctioned, at the request of the Bee-keepers' Association, Bee-keeping as a branch of Cottage Industry in connection with National Schools having farms, school gardens, or dairies attached.

Industrial Classes. In 23 Agricultural Schools we made payments to the pupils of the industrial classes for working on the small farms or gardens under the direction of the teachers. It is to be hoped that the number of these schools, with classes duly organized under the Scheme, may be largely increased.

These classes of Agricultural pupils were under the immediate charge of Agricultural monitors who received payments, of double the amount paid to ordinary pupils, as encouragement to maintain creditable proficiency in the theory and practice of Agriculture.

The number of pupils who, on account of their regularity of attendance at the farm work, and proficiency at the examinations received these payments was 298; and the number of Agricultural monitors who fulfilled the conditions prescribed in their case was 46.

The number of the schools working under the Scheme is as yet too small to admit of any general statement being made as to its value in developing education in practical Agriculture, and extending an interest in the subject amongst the teachers and pupils of rural schools; but so far as the experiment has extended, the results are satisfactory.

We regret that the numbers of School Farms and School Gardens are still so few, but now that greater facilities exist, owing to the Education Acts of 1892 and 1893, for the acquisition of sites for schools, Managers of rural schools may possibly take steps to make practical Agriculture a branch of instruction in many more of their Schools.

Reports of experiments carried out on the School Farms will be found in the Appendix.

Kindergarten—Infants' Departments.

Kindergarten.

44. During the year special encouragement was given as heretofore to the instruction of children, in organized Infants' Departments, in the Kindergarten system.

The number of schools in which Kindergarten was taught was 300, the number of pupils examined was 33,743, and the number of passes obtained was 32,414.

The instruction imparted in the Kindergarten system in the several Training Colleges for Females has not yet effected any considerable extension of this system amongst the ordinary National Schools having Infants' Classes; but we look forward to a gradual adoption by the Managers of such Schools of its enlivening methods so far as the circumstances of the Schools may admit.

Annual Income of the Teaching Staff.

Total Income.

45. The total income of the teaching staff, from all sources, for the year ended 31st March, 1894, amounted to £1,081,655 0*s.* 9*d.* Of this sum, £951,923 8*s.* 11*d.*, or 88·0 per cent., was paid by us out of the Annual Parliamentary Grant; £80,263 1*s.* 1*d.*, or 7·4 per cent. from Customs and Excise Grant, and the balance, £49,468 10*s.* 9*d.*, or 4·6 per cent., was provided as follows:—£6,833 17*s.* 4*d.* (net)* from the Union rates; and £42,634 13*s.* 5*d.* from payments by pupils and subscriptions, &c., exclusive of the estimated value of Free Residences.

The Funds placed at our disposal by Parliament are paid by us under the following general heads:—

(*a*) Salaries.
(*b*) Results Fees.
(*c*) Gratuities.
(*d*) Customs and Excise Grant.
(*e*) School Grant.

* (After refund to Guardians out of Customs and Excise Grant.)

(*a*) Portion of Teachers' Income under the head of Salaries.

46. The (fixed) salaries of the National Teachers, as augmented under the Act of 1892, are as follows:—

Principal Male Teachers.

		Increase 20 per cent.	Salary.
First Class—First Division,	£70	+ £14	= £84.
The old Second Division of First Class,	£60	+ £12	= £72.
The new Second Division,	£53	+ £10 12*s.*	= £63 12*s.*
The old First Division of Second Class,	£46	+ £9 4*s.*	= £55 4*s.*
Second Class, First and Second Divisions, New Scale,	£44	+ £8 16*s.*	= £52 16*s.*
Third Class,	£35	+ £7	= £42.

Principal Female Teachers.

First Class—First Division,	£58	+ £11 12*s.*	= £69 12*s.*
The old Second Division of First Class,	£50	+ £10	= £60.
The new Second Division,	£43	+ £8 12*s.*	= £51 12*s.*
The old First Division of Second Class,	£37	+ £7 8*s.*	= £44 8*s.*
Second Class, First and Second Divisions, New Scale,	£34 10*s.*	+ £6 18*s.*	= £41 8*s.*
Third Class,	£27 10*s.*	+ £5 10*s.*	= £33.

Assistant Teachers under Five Years' Service.

Males,	£35	+ £7	= £42.
Females,	£27	+ £5 8*s.*	= £32 8*s.*

Assistant Teachers of Five Years' Service and Over who also rank Higher than the Third Class.

		Increase 20 per cent.	Bonus.	
Males,	£35	+ £7	+ £9	= £51.
Females,	£27	+ £5 8*s.*	+ £7 10*s.*	= £39 18*s.*

(*b.*) Portion of Teachers' Income under head of Results Fees.

47. The Results Fees paid from the Parliamentary Grant are determined upon the answering of the pupils at the Annual Results Inspection of the Schools.

Until 1891 a moiety of the amount earned by the Teachers was conditional on the amount of local aid raised in the form of pupils' pence, subscriptions, &c., but in consequence of the practical abolition, under the Education Act, 1892, of the pupils' pence, this restrictive condition could not any longer be equitably insisted on, and accordingly we recommended its abolition. With the sanction of the Lords of Her Majesty's Treasury we are now enabled to pay this moiety without any condition as to the amount of the local aid.

The Teachers of Schools in Poor Law Unions where the Guardians contribute out of the Rates (under the powers given them by the Act 38 & 39 Vic., cap. 96), receive the amount earned from the Parliamentary Grant, and one-half that amount, in addition, contributed by the Guardians from the Rates and paid through us. The number of Unions thus contributing in the year 1893–4 was 25; the number of schools situated within these Unions examined for Results was 1,457; and the total amount of Results Fees paid by us out of the Guardians' contributions was £21,912 3*s.* 4*d.* But of this amount £17,303 18*s.* 5*d.* represented the amount of the Guardians' claim at the close of the year under the Customs and Excise Act, sec. 3, sub-sec. I. (*i*), (*b*).

(*c.*) Portion of Teachers' Income under head of Gratuities.

48. Gratuities were paid to Teachers during the year out of the Parliamentary Grant for the special instruction of their Monitors, in sums varying according to the year of the Monitorial service from £1 to £3, and amounting in the total to £8,274 7*s.* 11*d.*

(*d.*) Portion of Teachers' Income under head of Customs and Excise Grant.

49. As stated in our Report for 1891, it is provided that out of the Irish share of the Local Taxation (Customs and Excise) duties paid to the Local Taxation (Ireland) Account, in respect of any financial year, a sum of £78,000 is to be annually paid over to us for distribution to the Teachers, and in certain cases to the Guardians; the balance, if any, unexpended in a particular year is carried forward to the succeeding year.

The sums accruing under this Grant are paid, in non-contributory Unions, to the teachers; and in Contributory Unions to the Guardians, as a reimbursement to the rates, partial or complete, of the contributions to the teachers.

In addition to providing for the claim of the Guardians of the Contributory Unions under the Customs and Excise Act, the amount paid by us to the Teachers of the Schools situated in Non-contributory Unions was £65,184 15*s.* 1*d.*, distributed at the rate of 3*s.* 4*d.* per pupil in average attendance.

(*e.*) Portion of Teachers' Income under head of the Parliamentary School Grant (Irish Education Act, 1892).

50. This Grant of £210,000 a year was payable from the 1st April, 1892, (*a*) in augmenting the class salaries of Principal Teachers and the salaries of Assistant Teachers by 20 per cent., and increasing the Grants to schools paid by Capitation; (*b*) in granting *bonuses* to Assistants of five years standing and who rank higher than Third Class; (*c*) in awarding Third Class salaries instead of Capitation to small schools with an average attendance of not less than 20 but under 30 scholars; and (*d*) in distributing the residue (about half the School Grant) as a Capitation Grant on the average daily attendance of pupils.

PORTION OF TEACHERS' INCOME UNDER HEAD OF LOCAL AID.

51. By the Education Act of 1892, parents were wholly or in part relieved of the payment of school fees for their children. The school fees paid by pupils were abolished from the 1st October, 1892, in schools where the average rate of fees received during the year 1891 had not exceeded six shillings a year for each child of the number of children in average daily attendance. In Schools where the average rate had exceeded that sum the fees to be charged were not to be such as to make the average rate higher for any year than the amount of the said excess.

Total or partial abolition of fees.

Of the 1,037 National Schools in which school fees may be charged under the provisions of the 18th section of the Act, for pupils over 3 and under 15 years of age, there were only 519 in which the Managers availed themselves of the power to make such a charge. The total number of Schools in which the pupils were admitted free of fees was 7,940.

Numbers of Schools charging reduced fees, or wholly free of fees.

52. The following table, which excludes Workhouse Schools, &c., shows, by counties and provinces, the amount of school pence and of subscriptions received in aid of the incomes of Teachers of the 8,265 National Schools for which Managers have furnished the returns, with the average for each school, and for each pupil in average daily attendance; but in regard to the sum received in school fees it represents only the total amount of fees received under the limit fixed by the Act.

Provinces and Counties.	Payments by Pupils.	Subscriptions, &c., &c.	Total.	No. of Schools.	Average Daily Attendance.	Average per School.	Payments per unit of average attendance.		
							School Pence.	Subscriptions.	Total.
Ulster:	£ s. d.	£ s. d.	£ s. d.			£ s. d.	s. d.	s. d.	s. d.
Antrim,	1,871 15 10	1,096 9 10	2,968 5 8	658	51,510	4 10 2¾	0 8½	0 5¼	1 1¾
Armagh,	244 17 5	1,130 7 9	1,375 5 2	266	16,268	5 3 4½	0 3½	1 4¼	1 8¼
Cavan,	63 5 5	911 4 8	974 10 1	287	13,133	3 7 10¾	0 1¼	1 4¼	1 5¾
Donegal,	39 0 9	1,074 5 4	1,113 6 1	410	18,433	2 14 3½	0 0½	1 1¾	1 2¼
Down,	1,053 2 10	1,608 4 3	2,661 7 1	474	31,892	5 12 3½	0 8	1 0	1 8
Fermanagh,	49 12 9	600 3 4	649 16 1	175	7,499	3 14 3	0 1½	1 7¼	1 8¾
Londonderry,	271 8 3	2,281 6 10	2,552 15 1	291	15,606	8 15 5½	0 4	2 11	3 3
Monaghan,	20 19 0	446 2 7	467 1 7	184	9,399	2 10 9	0 0½	0 11¼	0 11¾
Tyrone,	125 8 8	779 17 2	905 5 10	368	16,844	2 9 2½	0 1¾	0 11	1 0¾
Total,	3,739 10 11	9,928 1 9	13,667 12 8	3,113	180,584	4 7 9½	0 5	1 1	1 6
Munster:									
Clare,	113 19 7	470 15 6	584 15 1	239	15,117	2 8 11	0 1¾	0 7½	0 9¼
Cork,	1,227 0 8	2,719 16 11	3,946 17 7	735	54,528	5 7 4¾	0 5¼	1 0	1 5¼
Kerry,	270 13 8	1,296 2 4	1,566 16 0	345	25,615	4 10 9¾	0 2½	1 0	1 2½
Limerick,	406 6 6	1,626 13 10	2,033 0 4	257	18,804	7 18 2½	0 5¼	1 8¾	2 2
Tipperary,	350 18 2	1,434 5 2	1,785 3 4	310	19,730	5 15 2	0 4¼	1 5¼	1 9½
Waterford,	284 10 11	1,027 19 1	1,312 10 0	133	9,702	9 17 4½	0 7	2 1¼	2 8¼
Total,	2,653 9 6	8,575 12 10	11,229 2 4	2,019	143,496	5 11 2¾	0 4½	1 2¼	1 6¾
Leinster:									
Carlow,	59 10 0	401 19 2	461 9 2	79	4,089	5 16 9¾	0 3½	1 11½	2 3
Dublin,	1,127 8 10	3,482 7 0	4,609 15 10	303	32,671	15 4 3¾	0 8¾	2 1½	2 9¾
Kildare,	157 4 8	598 3 4	755 8 0	104	5,968	7 5 3	0 6¾	2 0	2 6¾
Kilkenny,	126 6 11	762 15 6	889 2 5	182	10,104	4 17 8½	0 3	1 6	1 9
King's,	71 6 8	500 17 0	572 3 8	116	6,574	4 18 7¾	0 2½	1 6½	1 8¾
Longford,	158 9 1	402 11 8	561 0 9	108	5,576	5 3 10½	0 6¾	1 5¼	2 0
Louth,	91 13 5	504 10 6	596 3 11	103	6,631	5 15 9	0 3¾	1 6¼	1 9½
Meath,	135 15 4	1,101 9 1	1,237 4 5	174	9,134	7 2 2½	0 3½	2 5	2 8½
Queen's,	52 0 2	547 18 4	599 18 6	123	6,450	4 17 6½	0 1¾	1 8½	1 10¼
Westmeath,	132 15 8	411 5 6	544 1 2	128	6,893	4 5 0	0 4½	1 2¼	1 6¾
Wexford,	46 19 11	938 17 1	985 17 0	159	9,395	6 4 0	0 1¼	1 11¾	2 1
Wicklow,	133 9 3	956 7 7	1,089 16 10	118	6,376	9 4 8½	0 5	3 0	3 5
Total,	2,292 19 11	10,609 1 9	12,902 1 8	1,697	109,861	7 12 0½	0 5	1 11	2 4
Connaught:									
Galway,	440 12 8	1,538 1 1	1,978 13 9	402	24,289	4 18 5¼	0 4¼	1 3	1 7¼
Leitrim,	18 5 0	341 16 4	360 1 4	198	10,115	1 16 1½	0 0½	0 8	0 8½
Mayo,	164 11 1	1,007 6 2	1,171 17 3	396	26,424	2 19 2¾	0 1½	0 9	0 10½
Roscommon,	232 13 10	503 9 6	736 3 4	235	13,777	3 2 7¾	0 4	0 8¾	1 0¾
Sligo,	84 1 8	504 19 5	589 1 1	205	11,232	2 17 5½	0 1¾	0 10¾	1 0½
Total,	940 4 3	3,895 12 6	4,835 16 9	1,436	85,837	3 7 4	0 2½	0 11	1 1½
Grand Total,	9,626 4 7	33,008 8 10	42,634 13 5 (*a*)	8,265	519,778	5 3 2	0 4¼	1 3¼	1 7½

(*a*.) The Total excludes £8,103 15*s*. 11*d*., the value estimated by the managers of free residences for the teachers, but it includes £1,223 9*s*. 8*d*. the estimated profits of free gardens or farms.

Other Local Contributions towards the support of the schools.

53. The amount subscribed in the year 1893 by local parties towards the erection of new buildings, additions to school premises, &c., was £21,303 0*s*. 2*d*., and similarly for repairs, improvements of house and furniture, and other local expenditure, the amount was £34,416 10*s*. 0*d*. Total, £55,719 10*s*. 2*d*.

Annual Income of the National Schools.

54. As far as we have been able to ascertain, the aggregate amount of income of the Schools from all sources, including Parliamentary Grant, Rates, School fees, and local subscriptions, during the year 1893, was £1,127,747 13*s.* 0*d.*, as shown in the following table. This would give an average of £2 3*s.* 4¾*d.* for each child in average daily attendance during the year:— Annual Income (Schools)

Aggregate annual Income of National Schools, and Cost per Pupil in average daily attendance.*

	£	s.	d.	£	s.	d.
(*a*) From Government Grants, 1893–4 :—						
Paid out of Vote for Primary Education,	956,012	0	7			
Paid out of Vote for Board of Public Works (repairs, &c.),	7,587	10	7			
				963,599	11	2
(*b*) Customs and Excise Grant,	78,000	0	0	80,263	1	1
Do. out of saving from previous years,	2,263	1	1			
(*c*) From Local sources as under :—						
Subscriptions and Endowments, &c. (towards Incomes of Teachers),	33,008	8	10			
Subscriptions (towards Repairs, &c.),	34,416	10	0			
Rates from Contributory Unions (net),	6,833	17	4			
School Pence paid by Pupils,	9,626	4	7			
				83,885	0	9
Total annual Income of Schools from all sources,		—		£1,127,747	13	0
Rate per Pupil from (*a*) and (*b*),				2	0	2
Rate per Pupil from (*c*),				0	3	2¾
Rate per Pupil from all sources,				2	3	4¾

Classification of Pupils.

55. The following table shows the literary classification of 721,092 pupils who made an attendance within the last fourteen days of the month immediately preceding the Results Examinations in the year ended 31st December, 1893:— Literary Classification.

—	Junior Classes.				Advanced Classes.				
	Infants.	Class I.	Class II.	Class III.	Class IV.	Class V¹.	Class V².	Class VI.	Total.
—	207,918	108,129	99,062	92,920	75,481	56,550	36,966	44,066	721,092
Per-centage,	28·8	15·0	13·8	12·9	10·5	7·8	5·1	6·1	—
Per-centage,	28·8	41·7			29·5				

* The average daily attendance of pupils at Workhouse National Schools is not included.

Teachers' Incomes for the Year 1893.*

I. Principal Teachers.

54. The following Table shows the average income of 6,942 Principal Teachers for the year 1893, distinguishing their classes and the sources from which their incomes were derived.

From this Return are excluded Teachers of Model Schools, Teachers of all Schools paid by capitation, Teachers who moved from school to school within the year, and Teachers who did not give service during the entire year.

Average Income of Principal Teachers.

Class of Teacher.	Number of Teachers included in Return.	Average Parliamentary Grant.	Average Local Aid.	Total (Average.)
Males—		£ s. d.	£ s. d.	£ s. d.
I.,	404	138 3 5	13 5 3	151 8 8
I²,	610	106 19 0½	5 16 1½	112 15 1½
II.,	1,924	90 1 4½	4 12 5	94 13 9½
III.,	1,179	72 7 3¾	2 12 9¾	75 0 1½
Total,	4,117	—	—	—
Average of all Classes,	—	92 4 5	5 1 6½	97 5 11½
Females—				
I.,	304	116 18 8	8 9 0¾	125 7 8¾
I²,	403	91 11 9¾	5 1 6¼	96 13 4
II.,	1,303	76 3 6¾	3 9 2¼	79 12 9
III.,	815	62 15 1¾	2 4 6¼	64 19 8¼
Total,	2,825	—	—	—
Average of all Classes,	—	78 17 9¾	3 17 5¼	82 15 3

II. Assistant Teachers.

The following Table shows the *average* income of 684 Male and 1,970 Female Assistant Teachers.

—	Males.	Females.
	£ s. d.	£ s. d.
Parliamentary Grant,	60 7 0¼	48 16 1
Local Aid,	2 7 8¼	2 2 8¼
Total (average),	£62 14 8¼	£50 18 9¼

* Arrears of Capitation (Residual portion of "School Grant" under the Act) for 1892, payable within that year, but the payment of which was unavoidably deferred till 1893, are excluded.

Results Examinations of Pupils.

56. In order to qualify for presentation at the Results Examination each pupil is required in day schools to make 100 attendances of at least four hours a day for secular instruction, and, in evening schools, 50 attendances of two hours each evening. Results Examinations.

The total number of Schools examined for Results within the twelve months ended 31st December, 1893, by the Inspectors and for which we have been able to tabulate the particulars, was 8,391, viz.:—

No. of Ordinary Schools examined,	8,111
,, Model Schools (separate departments),	84
,, P. L. Union Schools (Fees payable by the Guardians, at their discretion),	155
,, Evening Schools,	41

(*a.*) Number of pupils who attended once or oftener within the last fourteen days of Results year:—

Males, 355,139 Females, 365,953; Total, 721,092.

(*b.*) The average daily attendance, as already stated, for twelve months, ended 31st December, 1893, was:—

Males, 259.732: Females, 267,328; Total, 527,060.

(*c.*) Number of pupils qualified by attendances for presentation at examinations for Results:—

Males, 284,826; Females, 298,727; Total, 583,553.

(*d.*) Number of pupils who were present and examined on day of inspection for Results:—

Males, 274,541; Females, 280,727; Total, 555,268.

Numbers of Pupils examined at Annual Results Inspections.

57. The following results have been ascertained through individual examination of the pupils of National Schools by the Inspectors at their annual inspections:—

Classes.

Grades.	Number Examined.	Number Passed.	Percentage Passed.
Infants,	129,436	119,402	92·2
First Class,	84,939	72,544	85·4
Second Class,	84,363	69,504	82·3
Third Class,	78,722	62,549	79·4
Fourth Class,	64,826	49,789	76·8
Fifth Class (1st stage),	49,421	35,762	72·3
Fifth Class (2nd stage),	33,115	26,243	79·2
Sixth Class,	30,446	21,841	71·7
Total,	555,268	457,634	82·4

Percentage of pupils examined in each class to the total number examined in all the classes:—

Percentage in Infants' grade,	23·3
Class I.,	15·3
Class II.,	15·2
Class III.,	14·2
Class IV.,	11·7
Class V. (1st stage),	8·9
Class V. (2nd stage),	5·9
Class VI.,	5·5
	100·0

GENERAL ABSTRACT.

Subjects and Classes.

Subjects and Classes.	No. of Pupils examined for Results Fees in subject.	No. of Passes assigned for answering in subject.	Percentage of Passes to No. of Pupils examined.
Reading.			
Class I.,	84,939	80,219	94·4
„ II.,	84,363	78,185	92·7
„ III.,	78,722	73,241	93·0
„ IV.,	64,826	60,981	94·1
„ V¹.,	49,421	46,970	95·0
„ V²,	33,115	32,289	97·5
„ VI.,	30,446	29,067	95·5
Total,	425,832	400,952	94·2
Writing.			
Class I.,	84,939	81,934	96·5
„ II.,	84,363	81,129	96·2
„ III.,	78,722	76,857	97·6
„ IV.,	64,826	63,234	97·5
„ V¹,	49,421	44,153	89·3
„ V²,	33,115	31,619	95·5
„ VI.,	30,446	28,619	94·0
Total,	425,832	407,545	95·7
Arithmetic.			
Class I.,	84,939	75,408	88·8
„ II.,	84,363	74,269	88·0
„ III.,	78,722	65,701	83·5
„ IV.,	64,826	52,137	80·4
„ V¹.,	49,421	38,840	78·6
„ V²,	33,115	27,169	82·0
„ VI.,	30,446	21,969	72·2
Total,	425,832	355,493	83·5
Spelling.			
Class I.,	84,939	77,665	91·4
„ II.,	84 363	70,942	84·1
„ III.,	78,722	59,242	75·3
„ IV.,	64,826	47,913	73·9
„ V¹.,	49,421	38,333	77·6
„ V²,	33,115	29,323	88·5
„ VI.,	30,446	26,953	88·5
Total,	425,832	350,371	82·3
Grammar.			
Class III.,	78,722	58,541	74·4
„ IV.,	64,826	42,646	65·8
„ V¹.,	49,421	29,838	60·4
„ V²,	33,115	21,850	66·0
„ VI.,	30,446	20,238	66·5
Total,	256,530	173,113	67·5
Geography.			
Class III.,	78,722	62,589	79·5
„ IV.,	64,826	48,801	75·3
„ V¹.,	49,421	35,796	72·4
„ V²,	33,115	22,931	69·2
„ VI.,	30,446	20,168	66·2
Total,	256,530	190,285	74·2
Agriculture.			
Class IV.,	27,886	15,646	56·1
„ V¹.,	21,895	13,481	61·6
„ V²,	14,608	9,539	65·3
„ VI.,	15,073	9,733	64·6
Total,	79,462	48,399	60·9
Book-keeping.			
Class V¹.,	10,097	6,839	67·7
„ V²,	7,278	4,651	63·9
„ VI.,	6,457	4,057	62·8
Total,	23,832	15,547	65·2
Needlework.			
Class II.,	39,901	36,275	90·9
„ III.	37,649	34,759	92·3
„ IV.,	31,795	29,591	93·1
„ V¹.,	24,287	22,184	91·3
„ V²,	16,591	15,564	93·8
„ VI.,	13,246	12,656	95·5
Total,	163,469	151,029	92·4

SUBJECTS AND CLASSES (continued).

	Number Examined.			Number of Passes.			Per-centage.		
	Males.	Females.	Total	Males.	Females.	Total.	Males.	Females.	Total.
VOCAL MUSIC.									
Class II.,	4,091	9,707	13,798	3,241	8,208	11,449	79·2	84·6	83·0
„ III.,	4,704	10,711	15,415	3,966	9,334	13,300	84·3	87·1	86·3
„ IV.,	3,776	8,780	12,556	3,110	7,720	10,830	82·4	87·9	86·3
„ V1.,	2,755	6,450	9,205	2,233	5,639	7,872	81·1	87·4	85·5
„ V2.,	1,900	4,610	6,510	1,592	4,091	5,683	83·8	88·7	87·3
„ VI.,	1,354	4,444	5,798	1,049	3,849	4,898	77·5	86·6	84·5
Total,	18,580	44,702	63,282	15,191	38,841	54,032	81·8	86·9	85·4
INSTRUMENTAL MUSIC.									
Class V1.,	23	214	237	19	202	221	82·7	94·4	93·2
„ V2.,	11	251	262	10	231	241	90·9	92·0	92·0
„ VI.,	7	466	473	7	420	427	100·0	90·1	90·2
Total,	41	931	972	36	853	889	87·8	91·6	91·4
DRAWING.									
Class III.,	6,977	8,406	15,383	5,576	6,611	12,187	79·9	78·6	79·2
„ IV.,	6,104	7,368	13,472	4,768	5,593	10,361	78·1	75·9	76·9
„ V1.,	4,650	5,885	10,535	3,660	4,525	8,185	78·7	76·9	77·7
„ V2.,	3,285	4,318	7,603	2,711	3,494	6,205	82·5	80·9	81·6
„ VI.,	3,066	4,672	7,738	2,483	3,920	6,403	81·0	83·9	82·7
Total,	24,082	30,649	54,731	19,198	24,143	43,341	79·7	78·8	79·2
KINDERGARTEN.									
INFANTS:	9,218	13,905	23,123	8,667	13,459	22,126	94·0	96·8	95·7
Class I.,	2,739	5,035	7,774	2,629	4,918	7,547	96·0	97·7	97·1
„ II.,	1,279	1,316	2,595	1,231	1,267	2,498	96·2	96·3	96·3
„ III.,	145	106	251	142	101	243	97·9	95·3	96·8
Total,	13,381	20,362	33,743	12,669	19,745	32,414	94·7	97·0	96·1

General Abstract of Results in Extra and Optional Subjects:—

—	Number of Schools.	No. Examined.	No. of Passes.
Vocal Music,	1,100	63,282	54,032
Instrumental Music,	149	972	889
Drawing,	1,201	54,731	43,341
Kindergarten,	300	33,743	32,414
Girls' Reading Book and Domestic Economy,	211	2,296	1,490
Sewing Machine and Dressmaking,	461	5,077	3,860
Cookery,	53	1,026	1,008
Management of Poultry,	9	143	132
Dairy Management,	4	66	63
Handicraft,	11	197	179
Weaving,	2	57	42
Net Mending,	1	8	8
Typewriting and Shorthand,	2	14	11
Hygiene,	24	471	294
Geometry and Mensuration,	977	5,420	3,584
Algebra,	1,367	12,326	8,143
Trigonometry,	9	25	14
Mechanics,	2	2	2
Hydrostatics and Pneumatics,	1	39	37
Magnetism and Electricity,	4	62	35
Heat and Steam Engine,	1	35	12
Chemistry,	1	29	17
Light and Sound,	1	37	37
Physical Geography,	343	3,405	2,126
Botany,	1	62	45
Geology,	1	2	2
French,	82	976	758
German,	1	14	12
Irish,	50	903	666
Latin,	27	122	97
Greek,	4	24	23

The money value of the passes gained in Extras (excluding Vocal Music, Drawing, and Kindergarten) was £5,947; of this sum £2,931 15*s.* represented the value in Geometry and Algebra; £588 10*s.* in Latin, Greek, French, German, and Irish; £531 10*s.* in Physical Geography, and £1,499 15*s.* in branches, exclusive of Needlework, for Females only. The remainder, £395 10*s.*, was spread over the other subjects.

The money value of the passes gained in Vocal Music, Drawing, and Kindergarten, for the year was £16,842 13*s.* 0*d.*

Comparative View.

58. The per-centages of passes gained in Reading, Writing, and Arithmetic in each of the last four years, are set forth in the following table:— Comparative view of proficiency.

	1893.	1892.	1891.	1890.
Reading,	94·2	94·1	94.4	94·7
Writing,	95·7	95·5	95·7	96·3
Arithmetic,	83·5	82·9	83·0	82·8

Alternative (Literary and Industrial) Programme for Girls of Sixth Class.

With the object of preparing girls who have already passed the Ordinary Programme of the higher division of the Fifth Class, for the practical duties of home life, or of qualifying them to pursue industrial employments suitable to women, the Sixth Class Literary and Industrial Programme for Girls was adopted in 1889; and in 1893 the Scheme was in operation in 1,366 National schools.

The Results of this Alternative Scheme during the year 1893 in the 1,366 Schools were as follows :—

—	—	Number Examined.	Number Passed.	Percentages of Passes.
	Literary Programme.			
	Reading (including Text Books on suitable Industrial Subjects and on Domestic Economy, with knowledge of the subject matter).	6,774	6,091	89·9
	English Composition (including Letter-writing on various subjects, which should embrace Geography, Grammar, &c.—skill in Penmanship taken into account).	6,774	6,099	90·0
	Industrial Programme.			
Plain Needlework.	Plain Needlework, including Shirtmaking,	6,652	6,406	96·3
Special Industries, Class A.	Dressmaking,	3,696	3,421	92·5
	Fine Underclothing,	2,379	2,217	93·1
	Knitting,	5,208	5,041	96·8
	Repairing,	72	68	94·4
	Clothwork,	35	30	85·7
	Wool, Preparation of,	1	1	100·0
	Flax, Treatment of,	14	14	100·0
Special Industries, Class B.	Lacemaking,	262	237	90·4
	Mountmellick Work,	1,243	1,202	96·7
	Art Needlework,	366	355	96·9
	Hangings,	63	60	95·2
	Glovemaking,	71	51	71·8
	Artificial Flower Making,	23	21	91·3
	Other kinds of Cottage Industries,	37	37	100·0

Books and Requisites.

Books and Requisites.

59. The amount we received for the books, school requisites, and apparatus, issued from our stores to National Schools in 1893–4, was £33,815 10*s.* 0*d.*

The value of requisites and apparatus granted as Free Stock in 1893–4, was £1,073 0*s.* 6*d.* School Account Books to the value of £618 0*s.* 1*d.* were also supplied *gratis* to the Schools.

The business of our book stores was conducted on its usual large scale and covered the whole range of school requisites in regard to books, stationery, apparatus, music, drawing, kindergarten, and needlework, &c. The number of orders for goods received from schools during the year was 29,159, of which 28,824 were purchases, and 335 were free grants. The number of reading books issued by us during the year was 1,406,053, and the number of copy books and drawing books was 2,751,609.

The books, requisites, &c., were sold at their cost price, and, as provided by the Parliamentary Vote, were sent, carriage free, to the schools or to the stations nearest to them.

Private Contributions administered by the Board.

Carlisle and Blake Premiums.

60. The "Carlisle and Blake" Fund is at the disposal of this Board for the special recognition of distinguished merit of Teachers as school-keepers. The Premiums are awarded at the rate of £5 to one successful candidate in each school district in every fourth year. The names of the Teachers who secured the Prizes for 1893 will be found in the Appendix.

Reid Bequest.

The "Reid Bequest" Special Prizes, under the Will of the late R. T. Reid, Esq., LL.D., varying from £25 to £10 each, were awarded to twelve Male Paid Monitors of National Schools in the County Kerry for superior answering in Competitive Examinations for the Prizes. The names, &c., will be found in the Appendix.

An Exhibition of £40 per annum to be held during his course to his degree in Arts, was granted by us under the terms of this Will to an ex-Queen's Scholar of Marlborough-street Training College, from the County Kerry, who had matriculated in Trinity College, Dublin.

Teachers' Pensions Act (1879).

Pensions for Teachers.

61. Under the provisions of this Act the sum of £1,300,000 of the Surplus Fund of the late Established Church was appropriated to assist the National Teachers, in the payment of their Premiums for Pensions. The aid from the proceeds of this fund relieves the Teachers to the extent of three-fourths of their Premiums, and the remaining one-fourth is deducted in this office in quarterly instalments from the Teachers' salaries, and paid over to the Pensions Fund. The amount paid to the Pensions Fund from the deductions from the Teachers' Salaries last year was £9,249 9*s.* 7*d.*

The number of Teachers drawing Pensions on the 31st of December, 1893, was 1,019, and the total amount of their Pensions was £35,316.

Besides, during the year 1893, 42 Teachers retired from the service, on account of broken down health, before they attained the age for compulsory retirement on pension. In accordance with a very beneficent provision of the Act these Teachers were awarded on their retirement gratuities amounting, in the total of the 42 cases, to £4,230.

In addition to the above amount paid to Teachers under the Pensions Act, there was a sum of £202 granted from the Parliamentary Funds, as retiring gratuities under the old system, to Teachers who did not join the Pension Scheme, thus bringing up the total sum paid to retired Teachers to £39,748.

The following Table shows the Number of National Teachers who in each year since the commencement of the Pensions Act (1st January, 1880), were in receipt of Pensions from the Fund; also the number of those to whom, on Retirement, Gratuities were awarded, with the Total Amounts each year.

	Number of Teachers.				Total Amounts of Pensions and Gratuities (under the Act) to retired Teachers.
	On Pension on 31st December of each Year.		Receiving Gratuities during Year.		
	Number.	Amount.	Number.	Amount.	
		£		£	£
1880, ...	147	5,685	31	3,380	9,065
1881, ...	224	8,478	57	5,540	14,018
1882, ...	296	10,959	75	8,139	19,098
1883, ...	371	13,719	71	7,154	20,873
1884, ...	439	16,175	81	8,044	24,219
1885, ...	489	17,583	68	6,804	24,387
1886, ...	574	20,863	51	4,873	25,736
1887, ...	653	23,792	67	6,559	30,351
1888, ...	739	26,860	56	5,431	32,291
1889, ...	825	29,618	52	5,564	35,182
1890, ...	876	30,992	73	7,358	38,350
1891, ...	949	33,132	75	7,466	40,598
1892, ...	967	33,526	41	3,980	37,506
1893, ...	1,019	35,316	42	4,230	39,546
Total, . .	—	—	—	—	391,220

The Teachers' Pensions Fund was strengthened in 1891-2 by the addition of £90,000, granted by Parliament as the equivalent to Ireland for the English "School Fee Grant" for that year.

Proposed Scheme for Widows and Orphans Fund.

Widows and Orphans Fund.

We have unfortunately no information to give Your Excellency upon the present position of the proposal for making provision for the Widows and Orphans of deceased National Teachers. We understand that the scheme is still under the consideration of the Lords of Her Majesty's Treasury, and we have only to repeat our expression of regret of last year, that we are unable to report as yet any final decision.

School Banks.

Notwithstanding the issue by us of a Circular to the Managers of all National Schools, explaining the School Bank System, its methods and advantages, and encouraging them to avail themselves of it for their Schools, this System (to which we referred in our Report of last year) has not yet been generally adopted. School Banks.

According to a return furnished to us by the General Post Office Department, we learn that 130 applications had been received up to February last for the adoption of the Savings Banks system in connexion with National Schools. We regret, however, that the Post Office Department was not able to supply us with detailed information as to the number of individual depositors or the amounts deposited.

We find from the observations of our Inspectors generally, that the movement for the extension of the School Bank System to Ireland, has as yet awakened comparatively little interest on the part of the pupils or their parents.

In many instances, however, the Inspectors, while recording the absence so far of School Banks, yet entertain a hope of their introduction eventually into the Schools. As education advances, and the sense of individual responsibility becomes more marked as a feature of school life, the children and their parents will, it may be hoped, awaken from their present apathy in this matter. It is evident from the reports of the Inspectors that in any case the progress of the movement must be slow.

Statistics.

65. Attached hereto are comparative tables of statistics of proficiency and expenditure, &c., for a series of years, and our financial statement for the year ended 31st March last. Statistics.

67. We submit this, as our Report for the past year, to Your Excellency, and in testimony thereof have caused our Corporate Seal to be hereunto affixed, this Seventeenth day of July, One Thousand Eight Hundred and Ninety-four.

SEAL.

(Signed)

J. C. Taylor,
W. R. Molloy, } *Secretaries.*

STATEMENT OF ACCOUNT

FROM

1ST APRIL, 1893, TO 31ST MARCH, 1894,

SHOWING THE FUNDS AT THE DISPOSAL

OF

THE COMMISSIONERS

OF

NATIONAL EDUCATION, IRELAND,

AND HOW THESE FUNDS HAVE BEEN DISTRIBUTED.

The following STATEMENT of ACCOUNT will show the FUNDS at the disposal of the COMMISSIONERS in 1893-94, and how they have been distributed:—

	£	s.	d.
The balance on 1st April, 1893,	58,400	0	8
Parliamentary Grant for 1893-94,	1,069,969	0	0
Model Schools:—			
School Fees received from Pupils attending Model Schools, a portion of which (£906 9*s.* 6*d.*) is included in the payments made by the Commissioners to the Teachers of these Schools, and the remainder (£2,000 12*s.* 10*d.*) is appropriated in aid of the Vote,	2,907	2	4
Agricultural Establishments:—			
Amount received by the Commissioners in Students' Fees and in Sales of Farm Produce at their Model Farms. These receipts are appropriated in aid of the Vote, viz.	"		
Albert Establishment (Glasnevin):			
Students' Fees, £424 10 0			
Farm Produce, £2,957 19 0			
£3,382 9 0			
Munster Establishment, Cork:			
Students' Fees, £485 18 0			
Farm Produce, £1,313 19 2			
£1,799 17 2	5,182	6	2
Book and School Apparatus Department:—			
Net Amount received for Books, and other School Requisites sold to National Schools, appropriated in aid of the Vote,	33,815	10	0
Miscellaneous Receipts in aid of vote,	264	9	4
Private Contribution Fund:—			
Dividends on Legacies and Donations (private contributions) invested in Government Securities,	362	19	10
Income Tax deductions, payable to Inland Revenue Department,	1,267	13	7
Sundry repayments of moneys due to the account of the vote of previous year (1892-93),	569	2	9
Local Taxation—Customs and Excise,	78,000	0	0
Rates Contributions Account:—			
Contributions from Rates by the Guardians of Poor Law Unions in aid of Results Fees to Teachers of National Schools, £19,775 0 0			
Lapsed Money Orders, &c., Refunded, 61 18 5	19,836	18	5
Stoppages from Quarterly Salaries of Teachers of one-fourth Premiums for Pensions, under Act 42 & 43 Vic., c. 74, 1879,	9,249	9	7
Deposits by Students,	82	0	0
Carried forward,	1,279,906	12	8

The EXPENDITURE during the year was as follows:—

	£	s.	d.	£	s.	d.
OFFICE IN DUBLIN:						
Salaries and Wages,	25,255	0	11			
Travelling Expenses,	469	6	3			
Legal Expenses,	129	3	5			
Rent,	124	12	3			
Incidental Expenses,	127	15	4			
				26,105	18	2
INSPECTION:						
Salaries,	28,899	5	3			
Travelling and Personal Allowances,	12,067	8	7			
				40,966	13	10
TRAINING:						
Marlborough-street Training College,	9,615	4	11			
Training Colleges, under local management,	26,894	2	3			
				36,509	7	2
MODEL SCHOOLS:						
Central,	*4,192	16	11			
Metropolitan,	*2,006	14	3			
District,	*17,800	2	0			
Minor,	*5,132	11	9			
Retiring Gratuities to Model School Teachers,	—					
Irish Education Act Grant (1892),	3,861	16	10			
				32,994	1	9
ORDINARY NATIONAL SCHOOLS:						
Principal and Assistant Teachers—Salaries, £450,240 3*s.* 10*d.*, Results, £204,269 10*s.* 5*d.*, Customs and Excise Grant, 1893, £80,263 1*s.* 1*d.*, Irish Education Act Grant, 1892, £203,251 12*s.* 2*d.*,	938,024	7	6			
Workmistresses,	10,098	14	9			
Good Service Salaries,	1,067	18	2			
Monitors,	44,375	19	0			
Training Monitors, &c.,	8,274	7	11			
Travelling Expenses—Teachers' and Monitors' Examination,	727	10	5			
Organizing Teachers,	525	11	2			
Retiring Gratuities (under the old provisions),	202	4	6			
Incidental Expenditure,	49	6	0			
Repayment to General Post Office of Commission to Local Postmasters,	179	19	6			
Free Grants of Books and School Requisites,	841	10	0			
				1,004,367	8	11
Carried forward,	—			1,140,943	9	10

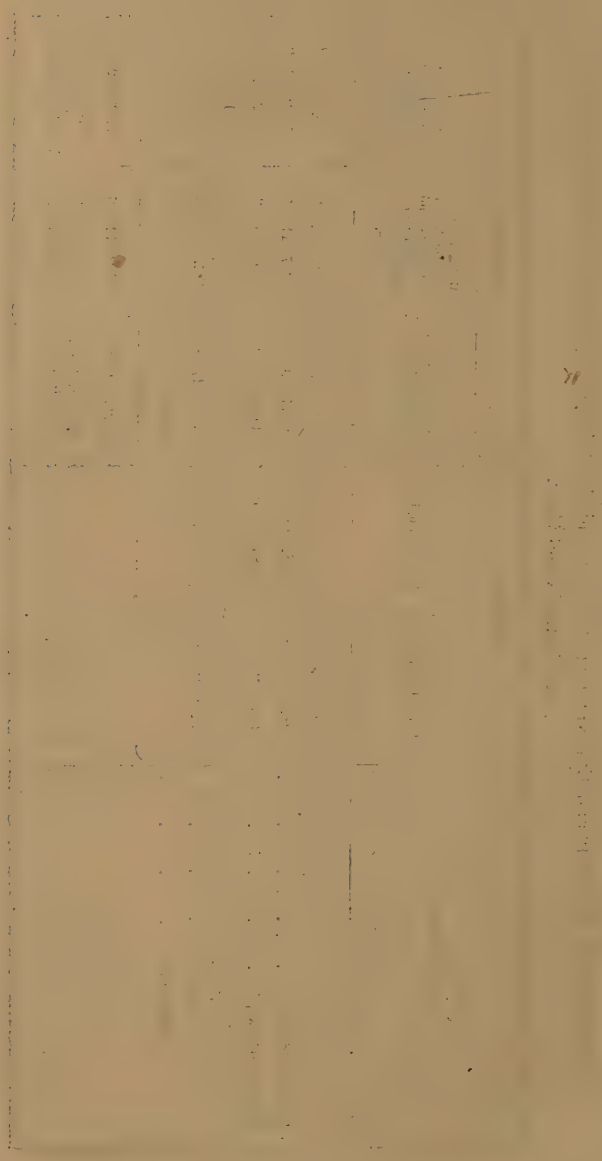
* Including the portion of the School Fees (see page 52), appropriated towards payment of the Teacher

STATEMENT of ACCOUNT—*continued.*

	£	s.	d.
Brought forward, . .	1,279,906	12	8
Total, . . . £	1,279,906	12	8

EXPENDITURE during the year—*continued.*

	£	s.	d.	£	s.	d.
Brought forward,				1,140,943	9	10
AGRICULTURAL ESTABLISHMENTS:						
General Superintendence and Inspection,	635	1	2			
Albert Agricultural Training Institution,	3,407	14	4			
,, Farms and Gardens,	2,414	9	5			
Munster Agricultural Training Institution,	1,006	6	2			
,, Farm,	1,643	8	3			
Agricultural Schools,	341	16	5			
,, Gardens,	57	16	9			
,, Classes,	159	2	4			
Experiments on the Potato,	28	4	10			
				9,693	19	8
BOOK AND SCHOOL APPARATUS DEPARTMENT:						
Purchase of Books and other requisites,	35,735	3	3			
Wages of Packers, &c., &c.,	688	10	4			
				36,423	13	7
Moieties of Rentcharge of Teachers' Residences repaid by Commissioners,	—			3,419	8	9
Private Contribution Fund, Payments to Schools from,	—			356	10	0
INCOME TAX:						
Payments to Inland Revenue Department of deductions for Income Tax,	1,217	10	3			
Amount refunded on Claims,	4	0	6			
				1,221	10	9
Payment to Pensions Fund of amounts stopped from Quarterly Salaries of Teachers, under the Act 42 & 43 Vic., c. 74, 1879,	—			9,249	9	7
RATES CONTRIBUTIONS ACCOUNT:						
Paid to the Teachers, £6,886 16 9						
Refunded to Guardians (under provisions of the Customs and Excise Act), £15,078 6 0						
	21,965	2	9			
Re-issue of Lapsed Money Orders, &c.,	8	19	0			
Returned to Guardians of Unions which have ceased to be contributory,	94	3	11			
				22,068	5	8
Deposits returned to Students,	—			83	18	10
Balance of Parliamentary Vote of 1892–93 surrendered,	—			23,566	7	0
Balance on 31st March, 1894,			£	32,879	19	0
Total,			£	1,279,906	12	8



STATISTICS FOR IRELAND ARRANGED FOR COMPARISON WITH SIMILAR RETURNS FO

TEN YEARS.

Comparative Table, showing from 1884 to 1893 (inclusive)—(*a*) the Population, (*b*) the Accommodation provided for Pupils, (*c*) the Number of Schools Inspected, (*d*) the Attendance, (*e*) the Numbe and (*g*) the Number of Certificated Teachers, of Monitors, and of Pupil-Teachers.

Year	Population.		Accommodation (No. of pupils.)		No. of Schools Inspected.	Attendance.							Number present at Inspection (*d*).					Proficiency of Children 7 years of
						Number of Scholars on the books within the last fourteen days of Results Year.				Average attendance for Results Year.								Percentage of passes i
	Total Population. Estimated for 1883 to 1891.	Population of School Age, 5 to 18 (both included). (*a*).	School accommodation required. (*b*).	School accommodation provided. (*c*).		Total.	Males.	Females.	Under 10 years	10 years & over 10.	Total.	Males.	Females.	Total.	Males.	Females.	Under 7 years.	7 years and over 7.
1884,	*4,962,693	—	—	678,065	7,714	696,130	342,978	353,152	410,296	285,834	475,488	234,378	241,110	522,508	255,651	266,857	99,663	422,845
1885,	*4,924,342	—	—	692,311	7,803	712,512	351,195	361,317	413,286	299,226	497,186	245,528	251,658	556,993	272,802	284,191	105,604	451,389
1886,	*4,889,498	—	—	720,295	7,984	705,585	348,071	357,514	404,825	300,760	492,584	244,687	247,897	548,237	268,542	279,695	102,158	446,079
1887,	*4,837,313	—	—	734,381	8,028	715,740	353,237	362,503	409,910	305,830	497,923	245,477	252,446	557,568	272,393	285,175	105,822	451,746
1888,	*4,777,545	—	—	760,934	8,174	711,035	351,283	359,752	403,083	307,952	506,248	250,547	255,701	569,481	279,800	289,681	106,877	462,604
1889,	*4,730,532	—	—	768,747	8,192	710,489	350,028	360,461	408,999	301,490	498,160	245,525	252,635	556,662	271,680	284,982	109,376	447,286
1890,	*4,688,318	—	—	778,106	8,175	694,832	342,098	352,734	402,290	292,542	492,428	242,574	249,854	547,896	267,705	280,191	110,286	437,610
1891	†4,704,750	†939,694	—	789,228	8,281	700,670	344,091	356,579	411,998	288,672	500,082	245,599	254,483	551,952	268,689	283,263	115,128	436,824
1892,	†4,704,750	†939,694	—	803,900	8,377	694,294	341,908	352,386	409,664	284,630	492,240	241,896	250,344	541,696	264,989	276,707	111,601	430,095
1893,	†4,704,750	†939,694	—	807,740	8,391	721,092	355,139	365,953	428,799	292,293	511,984	251,935	260,049	563,179	274,655	288,524	120,223	442,956

Year	Class I.				Class II.				Class III.				Class IV.			
	No. examined	Reading.	Writing.	Arithmetic.	No. examined.	Reading.	Writing.	Arithmetic.	No. examined.	Reading.	Writing.	Arithmetic.	No. examined.	Reading.	Writing.	A
1884,	92,785	94·1	94·5	86·1	87,457	91·8	94·7	88·0	75,075	92·6	97·0	81·5	54,084	93·4	96·5	
1885,	103,200	92·9	93·6	86·3	93,961	92·0	94·9	89·0	80,482	93·1	97·1	82·7	63,880	93·5	97·2	
1886,	94,529	93·1	94·4	86·7	95,007	92·3	95·0	88·7	81,510	93·0	97·0	82·7	64,920	94·1	97·0	
1887,	91,851	93·4	95·3	87·2	91,946	92·1	95·5	87·9	84,368	93·0	97·3	82·5	65,506	93·8	96·9	
1888,	92,234	93·8	95·6	87·9	92,099	92·1	95·8	88·1	85,104	93·1	97·3	82·5	70,005	93·8	97·2	
1889,	88,628	94·4	96·3	88·3	88,690	93·1	96·4	88·9	80,551	93·8	97·4	83·2	67,221	94·1	97·3	
1890,	84,539	94·8	96·6	88·9	85,524	93·1	96·3	88·8	79,413	93·8	97·7	77·6	65,022	93·9	97·6	
1891	85,651	94·9	96·3	89·0	84,203	92·7	95·8	88·7	78,601	93·1	97·2	83·1	64,966	93·7	96·9	
1892,	81,978	94·6	96·1	88·4	83,045	92·5	95·7	88·1	76,673	93·1	97·4	82·3	64,500	93·5	97·2	
1893,	84,939	94·4	96·5	88·8	84,363	92·7	96·2	88·0	78,722	93·0	97·6	83·5	64,826	94·1	97·5	

* Estimated. † Per Census of 1891. (*a*). These are not regarded as the limits of school-going age in Ireland. (*b*). There is no rule requiring a certain number of seats for pupils in Ireland. (*c*). This column gives the extent of school accommodation act
examined in first or higher classes is composed of (*a*) those pupils who although present at the results inspection, were ineligible for examination, and

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EXPENDITURE BY COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND, FROM PARLIAMEN

TEN YEARS.

YEARS.	Training Establishments.		Model Schools.	Agricultural Schools and School Farms.	Payments to Teaching Staffs in National Schools (other than Model Schools).	Gratuities to Teachers of Ordinary and Model Schools who have not joined the Pension Scheme on retiring from service.	Salaries and Travelling Expenses to Inspectors.	Central Official Establishment.	Paper, Printing and Binding for National School Books and purchase of School Requisites, and Carriage (net).	Miscellaneous.	Er Main
	Board's Training College.	Local Training Colleges.									Re Sc hou by P W
	£	£	£	£	£	£	£	£	£	£	
1884,	7,762	9,418	29,474	3,377	594,886	973	41,059.	25,888	4,069	1,642	
1885,	7,948	13,264	29,965	3,689	648,656	347	40,859	26,043	3,911	1,935	
1886,	7,865	14,816	27,986	3,656	681,062	256	41,080	26,011	6,615	2,347	
1887,	7,515	15,598	27,408	3,603	701,273	587	41,949	25,570	5,873	2,368	
1888,	7,097	15,349	25,317	3,558	704,334	854	40,587	25,603	5,876	2,544	
1889,	7,110	14,389	26,686	3,747	706,150	674	41,068	25,426	4,835	2,991	
1890,	7,363	15,967	29,506	3,823	706,141	199	41,235	25,451	4,335	3,331	
1891,	9,422	20,221	27,710	3,431	766,562	914	41,668	25,479	5,035	4,570	
1892,	10,135	26,885	29,772	4,496	905,694	553	41,612	25,466	3,113	4,985	
1893,	9,615	26,894	30,087	4,512	988,017	202	40,967	26,106	1,920	5,179	

present at Inspection, (*f*) the Proficiency in Reading, Writing, and Arithmetic of the Pupils in each Class,

and above.													Classed Teachers (*i.e.* Certificated)						Pupil-Teachers or Monitors.		
	Class V.				Class VI.				Total.				Principals.			Assistants.					
h-ic.	No. examined.	Read-ing.	Writ-ing.	Arith-metic.	No. examined.	Read-ing.	Writ-ing.	Arith-metic.	No. examined.	Read-ing.	Writ-ing.	Arith-metic.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.
·2	58,926	96·4	96·6	68·7	24,510	94·1	98·3	71·5	396,837	93·5	95·8	78·8	7,600	4,521	3,079	3,068	760	2,308	7,087	2,642	4,445
·5	65,263	96·3	96·5	73·2	28,176	93·7	98·2	74·8	434,962	93·4	95·8	80·7	7,793	4,624	3,169	3,157	806	2,351	8,049	3,069	4,980
·9	70,482	97·0	97·0	81·4	30,532	92·8	97·9	78·2	436,980	93·6	96·0	83·3	7,865	4,650	3,215	3,131	831	2,300	7,116	2,588	4,528
·1	75,144	96·4	96·5	80·3	33,267	94·7	97·8	76·5	442,082	93·7	96·3	82·7	7,950	4,672	3,278	3,209	867	2,342	6,335	2,230	4,105
·2	79,788	96·4	93·6	78·9	35,934	97·4	96·6	74·5	455,164	94·1	95·9	82·3	7,921	4,637	3,284	3,166	861	2,305	6,140	2,166	3,974
·7	80,101	96·9	94·2	80·0	35,743	97·9	96·9	74·6	440,934	94·7	96·3	83·1	8,021	4,656	3,365	3,200	880	2,320	6,077	2,102	3,975
·4	80,086	96·6	93·7	79·5	34,007	97·7	95·9	70·2	428,591	94·7	96·3	82·8	7,999	4,625	3,374	3,120	873	2,247	5,820	1,955	3,865
·9	79,512	96·4	92·8	79·4	30,055	96·4	94·4	71·8	422,988	94·4	95·7	83·0	8,115	4,636	3,479	3,209	899	2,310	5,594	1,869	3,725
·2	80,047	95·8	91·5	79·1	29,657	96·9	95·2	72·6	415,900	94·1	95·5	82·9	8,193	4,685	3,508	3,182	885	2,297	5,502	1,843	3,659
·4	82,536	96·1	91·8	80·2	30,446	95·5	94·0	72·2	425,832	94·2	95·7	83·5	8,253	4,743	3,510	3,333	924	2,409	5,630	1,869	3,761

lly provided for children, allowing eight square feet for each pupil.
of those pupils examined as Infants.

(*d*). The difference between the number present at inspection and the number

ARY GRANTS AND RATES.

ion, ance, d rs of ol- paid rd of ks.	Rates.	Amount paid to Poor Law Guardians under the Customs and Excise Act Sec. 3, Sub-sec. I. (i.) (*b*).	Total.
	£	£	£
78	11,957	—	768,963
12	14,434	—	835,363
38	16,689	—	886,051
50	15,898	—	911,792
03	17,684	—	902,196
38	27,135	—	903,099
9	24,560	—	900,580
2	23,329	16,368	986,221
4	21,652	17,759	1,128,829
8	21,912	15,078	1,209,197

STATISTICS for IRELAND arranged for comparison with similar Returns for Great Britain.

Population of Ireland (Census of 1891), 4,704,750. Population, 5—13 (both inclusive), 939,694.

DIST.	GENERAL CENTRE.	COUNTY OR COUNTIES INTO WHICH DISTRICT RUNS.	No. of pupils for whom School Accommodation provided.	No. of Schools Inspected.	ATTENDANCE.												
					No. of Scholars on Books within last Fourteen Days of Results Year.					Average Attendance.			Number present at Inspection.				
					Total.	Males.	Females.	Under 10 years.	10 years and over 10.	Total.	Males.	Females.	Total.	Males.	Females.	Under 7 years.	7 years and above 7.
1	Letterkenny,	Donegal,	9,512	155	10,192	5,166	5,026	6,022	4,170	6,591	3,380	3,211	6,795	3,433	3,362	1,496	5,299
2	Londonderry,	Donegal, Londonderry, Tyrone,	11,418	153	12,375	6,289	6,186	7,614	4,761	8,760	4,469	4,291	9,211	4,612	4,599	2,147	7,064
2A	Do.,	Londonderry,	4,107	41	2,919	1,569	1,350	1,702	1,217	2,135	1,154	981	2,223	1,179	1,044	421	1,802
3	Coleraine,	Antrim, Londonderry,	12,956	153	10,092	5,107	4,985	6,104	3,988	7,202	3,673	3,529	7,774	3,856	3,918	1,816	5,958
4	Ballymena,	Antrim,	11,349	145	10,638	5,496	5,137	6,752	3,881	7,847	4,005	3,842	8,266	4,212	4,054	2,111	6,155
5	Donegal,	Donegal, Leitrim, Fermanagh, Sligo.	10,298	150	9,393	4,854	4,539	5,132	4,261	6,459	3,318	3,141	7,518	3,786	3,732	1,852	6,166
6	Strabane,	Donegal, Tyrone, Fermanagh,	10,293	146	9,055	4,576	4,479	5,298	3,757	6,102	3,046	3,056	6,626	3,274	3,352	1,368	5,258
7	Magherafelt,	Antrim, Londonderry, Tyrone,	12,009	155	10,302	5,467	4,835	6,222	4,080	7,005	3,709	3,296	7,900	4,096	3,804	1,969	5,981
8	Belfast, North,	Antrim,	20,748	127	20,197	10,230	9,967	13,266	6,931	14,862	7,676	7,186	14,786	7,562	7,224	4,346	10,440
8A	Carrickfergus,	Antrim,	12,868	153	10,784	5,675	5,109	6,728	4,056	8,003	4,237	3,766	8,676	4,533	4,143	2,041	6,635
9	Belfast, South,	Antrim, Down,	18,766	118	16,861	8,574	8,287	10,795	6,066	12,588	6,610	5,978	12,658	6,580	6,078	3,599	9,059
9A	Do.,	Down, Antrim,	6,994	47	6,252	3,317	2,935	4,361	1,891	4,660	2,484	2,176	4,458	2,397	2,061	1,306	3,152
10	Newtownards,	Down,	18,188	139	17,159	8,940	8,219	11,754	5,405	12,546	6,716	5,830	12,961	6,851	6,111	3,660	9,301
11	Lurgan,	Antrim, Armagh, Down,	13,702	129	11,715	6,244	5,471	7,798	3,917	8,696	4,660	4,036	9,029	4,827	4,202	2,412	6,617
12	Sligo,	Sligo, Leitrim,	11,159	136	9,962	4,977	4,985	5,355	4,607	7,095	3,501	3,594	8,098	3,943	4,155	1,451	6,647
13	Enniskillen,	Fermanagh, Leitrim, Cavan,	10,711	144	8,724	4,438	4,286	4,901	3,823	5,969	3,049	2,920	6,881	3,446	3,435	1,323	5,558
14	Omagh,	Tyrone, Fermanagh,	10,431	150	9,343	4,777	4,566	5,419	3,924	6,411	3,254	3,157	7,348	3,696	3,652	1,503	5,845
15	Dungannon,	Armagh, Tyrone, Londonderry	11,623	147	9,940	5,071	4,869	6,138	3,802	7,110	3,617	3,493	7,886	3,950	3,936	2,008	5,878
16	Armagh,	Armagh, Tyrone,	12,052	147	9,711	4,970	4,741	6,050	3,661	7,012	3,605	3,407	7,725	3,903	3,822	1,974	5,751
17	Downpatrick,	Down,	13,685	142	10,001	5,266	4,735	6,006	3,995	7,100	3,721	3,379	8,048	4,242	3,801	1,696	6,347
18	Monaghan,	Fermanagh, Armagh, Monaghan,	11,637	148	10,026	4,995	5,031	5,991	4,035	6,999	3,455	3,544	8,151	3,973	4,178	2,078	6,073
19	Newry,	Armagh, Down, Louth,	13,018	140	10,938	5,366	5,572	6,595	4,343	7,564	3,689	3,875	8,587	4,195	4,392	1,908	6,679
20	Ballina,	Mayo, Sligo,	10,799	137	11,552	5,835	5,717	6,670	4,882	7,600	3,862	3,738	9,215	4,629	4,586	1,515	7,700
21	Ballaghadereen,	Mayo, Sligo, Roscommon,	12,501	139	13,069	6,315	6,754	7,739	5,330	8,557	4,103	4,454	10,731	5,119	5,612	2,038	8,693
22	Boyle,	Roscommon, Sligo,	9,051	128	9,960	4,962	4,998	5,398	4,562	6,450	3,204	3,246	8,205	4,059	4,146	1,380	6,825
23	Cavan,	Cavan, Monaghan, Fermanagh.	11,930	150	9,692	4,921	4,771	5,484	4,258	6,648	3,359	3,289	7,624	3,792	3,832	1,404	6,220
24	Bailieboro',	Cavan, Monaghan, Meath,	10,857	150	10,101	5,096	5,005	5,599	4,502	6,832	3,455	3,377	8,078	4,045	4,033	1,405	6,673
25	Drogheda,	Louth, Meath, Armagh, Monaghan.	13,772	131	12,019	5,603	6,416	7,454	4,565	8,515	3,954	4,561	9,131	4,244	4,887	1,881	7,250
26	Westport,	Mayo, Galway,	13,327	149	13,276	6,527	6,749	7,937	5,339	9,051	4,426	4,625	10,794	5,255	5,539	2,129	8,665

27	Roscommon,	Roscommon, Galway,	11,570	133	11,864	5,982	5,932	6,899	5,525	7,711	3,798	3,913	9,552	4,752	4,800	1,556	7,994
28	Longford,	Longford, Leitrim, Roscommon, Cavan.	12,029	141	10,810	5,300	5,510	5,836	4,974	7,420	3,631	3,789	8,445	4,059	4,386	1,226	7,149
29	Trim,	Dublin, Kildare, Meath, Westmeath, Cavan.	12,423	142	9,784	4,653	5,081	5,779	3,955	7,185	3,376	3,809	7,904	3,725	4,179	1,987	5,917
30	Dublin, North,	Dublin, Meath,	18,176	126	16,636	7,294	9,342	10,964	5,672	12,402	5,868	7,039	11,435	4,852	6,583	3,182	8,253
30A	Do.,	Dublin, Kildare,	7,608	84	5,512	2,796	2,716	3,249	2,263	4,081	2,108	1,978	3,552	1,775	1,777	876	2,676
31	Ballinamore,	Fermanagh, Leitrim, Cavan,	9,468	135	9,843	4,918	4,925	5,583	4,260	6,449	3,135	3,314	8,176	4,014	4,162	1,614	6,562
32	Tuam,	Galway, Mayo, Roscommon,	11,908	130	14,388	6,871	7,517	8,660	5,728	9,338	4,442	4,891	11,843	5,356	5,987	2,115	9,228
33	Mullingar,	Longford, Westmeath, Meath, Cavan, King's.	10,338	145	9,861	4,714	5,147	6,044	3,817	6,929	3,504	3,425	8,094	3,802	4,292	1,752	6,342
34	Galway,	Galway, Mayo,	11,885	131	10,734	5,227	5,507	6,540	4,194	7,405	3,568	3,837	8,289	4,000	4,289	1,737	6,552
34A	Do.,	Galway,	4,204	49	4,084	2,178	1,906	2,437	1,647	2,787	1,459	1,278	3,140	1,625	1,515	625	2,515
35	Ballinasloe,	Galway, Roscommon, Westmeath.	12,740	135	11,676	5,644	6,032	6,977	4,699	7,668	3,609	4,059	8,733	4,127	4,606	1,916	6,817
36	Parsonstown,	Tipperary, King's, Queen's, Galway, Westmeath.	12,988	145	10,102	4,917	5,185	5,791	4,311	6,972	3,316	3,656	7,760	3,640	4,120	1,532	6,228
37	Dublin (S),	Dublin, Kildare, Wicklow,	17,610	116	16,447	7,238	9,214	11,002	5,445	11,759	5,202	6,557	11,102	4,808	6,294	3,029	8,073
38	Listowel,	Kerry, Limerick, Cork,	11,873	120	11,139	5,518	5,621	5,882	5,257	8,210	4,081	4,129	8,983	4,432	4,551	1,363	7,620
40	Dublin, S.,	Wicklow, Dublin, Wexford,	13,588	124	11,173	5,346	5,827	7,016	4,157	8,149	3,892	4,257	8,305	3,964	4,341	2,056	6 249
40A	Do.,	Dublin,	6,629	43	5,664	2,943	2,721	3,915	1,749	4,182	2,161	2,001	3,916	2,007	1,909	1,168	2,748
41	Portarlington,	Kildare, King's, Queen's, Westmeath, Meath.	14,331	139	11,417	5,386	6,031	6,742	4,675	8,038	3,761	4,272	8,998	4,146	4,852	1,929	7,069
42	Gort,	Clare, Galway,	10,690	115	10,314	5,121	5,193	5,624	4,690	7,166	3,581	3,635	8,483	4,147	4,286	1,472	6,961
43	Thurles,	Tipperary, Queen's, Kilkenny,	10,524	125	9,976	4,928	5,058	5,589	4,887	7,128	3,479	3,644	8,095	3,958	4,137	1,750	6,345
44	Athy,	Carlow, Queen's, Kildare, Wicklow, Kilkenny.	13,709	142	10,576	5,161	5,415	6,472	4,104	7,601	3,676	3,925	7,857	3,801	4,056	1,754	6,103
45	Ennis,	Clare,	11,906	127	12,614	6,015	6,599	7,008	5,606	8,726	4,215	4,511	9,743	4,692	5,051	1,577	8,166
46	Tipperary,	Tipperary, Limerick, Cork,	11,811	121	11,011	5,427	5,584	6,008	5,003	8,267	4,061	4,206	9,260	4,596	4,664	1,706	7,554
47	Kilkenny,	Tipperary, Carlow, Kilkenny, Queen's.	15,344	149	11,623	5,692	5,931	6,944	4,679	8,310	4,031	4,279	9,031	4,354	4,677	2,033	6,948
48	Youghal,	Cork, Waterford,	14,682	130	11,783	5,448	6,335	7,145	4,638	8,538	4,052	4,486	9,457	4,308	5,149	1,983	7,474
49	Waterford,	Waterford, Carlow, Kilkenny, Wexford.	17,055	136	12,538	5,566	6,972	7,627	4,911	8,727	4,099	4,628	9,581	4,255	5,326	2,031	7,550
50	Wexford,	Carlow, Wexford,	12,704	140	11,603	5,385	6,218	6,807	4,796	8,270	3,788	4,487	8,854	4,024	4,830	1,442	7,412
51	Limerick,	Clare, Limerick, Tipperary,	14,022	117	11,981	5,364	6,617	6,750	5,231	8,810	3,858	4,952	9,500	4,190	5,310	1,690	7,810
52	Rathkeale,	Cork, Limerick,	11,824	117	9,837	5,041	4,796	5,216	4,621	7,240	3,635	3,605	7,862	3,924	3,938	1,380	6,482
53	Clonmel,	Tipperary, Waterford, Kilkenny,	13,183	114	11,136	5,085	6,051	6,294	4,842	8,437	3,822	4,615	9,178	4,134	5,044	1,973	7,205
54	Tralee,	Kerry,	11,871	109	12,447	6,024	6,423	7,138	5,309	9,165	4,381	4,884	10,219	4,872	5,347	1,795	8,424
55	Millstreet,	Cork, Kerry	11,866	114	11,804	5,587	5,717	6,156	5,148	8,208	4,062	4,146	9,767	4,796	4,971	1,726	8,041
56	Mallow,	Cork,	12,164	114	10,545	5,104	5,441	6,022	4,523	7,817	3,790	4,027	8,685	4,252	4,433	1,551	,134
57	Killarney,	Kerry,	11,824	125	11,368	5,630	5,738	5,912	5,456	8,329	4,078	4,251	9,689	4,756	4,933	1,482	8,207
58	Bantry,	Cork, Kerry,	10,988	129	10,714	5,334	5,380	6,007	4,707	8,127	3,957	4,170	9,346	4,485	4,861	1,612	7,734
59	Dunmanway,	Cork,	12,815	119	10,088	4,989	5,099	5,697	4,391	7,601	3,687	3,914	8,595	4,237	4,358	1,742	6,853
60	Cork	Cork,	24,270	145	19,659	9,283	10,376	11,801	7,858	14,481	6,807	7,674	14,812	6,881	7,931	3,534	11,278
60A	Do.,	Cork,	4,424	33	2,648	1,517	1,131	1,592	1,056	2,047	1,169	878	2,110	1,221	889	468	1,642
		Total,	807,740	8,391	721,092	355,189	365,953	428,799	292,293	511,964	251,935	260,049	563,179	274,655	288,524	120,223	442,956

Statistics for Ireland arranged for comparison with similar Returns for Great Britain—(*continued*).

Population of Ireland (Census of 1891), 4,704,750. Population, 5—13 (both inclusive), 939,694.

Dist.	Official Centre.	County or Counties into which District runs.	Proficiency of Children over 7 years of Age. Passes in Class I. No. Examined.	Class I. Reading.	Class I. Writing.	Class I. Arithmetic.	Class II. No. Examined.	Class II. Reading.	Class II. Writing.	Class II. Arithmetic.	Class III. No. Examined.	Class III. Reading.	Class III. Writing.	Class III. Arithmetic.	Class IV. No. Examined.	Class IV. Reading.	Class IV. Writing.	Class IV. Arithmetic.	Class V. No. Examined.	Class V. Reading.	Class V. Writing.	Class V. Arithmetic.	Class VI. No. Examined.	Class VI. Reading.	Class VI. Writing.	Class VI. Arithmetic.
1	Letterkenny,	Donegal,	1,241	1,109	1,165	1,051	1,170	1,040	1,123	1,021	959	876	934	806	659	612	627	468	668	648	607	510	275	258	249	205
2	Londonderry,	Donegal, Londonderry, Tyrone,	1,561	1,358	1,477	1,340	1,464	1,260	1,384	1,316	1,270	1,141	1,200	1,090	916	817	831	718	1,079	994	876	852	387	363	338	283
2A	Do.,	Londonderry,	351	322	341	324	306	291	289	275	315	292	306	278	227	222	217	185	364	358	334	293	189	137	130	115
3	Coleraine,	Antrim, Londonderry,	1,228	1,195	1,198	1,133	1,165	1,058	1,129	1,087	1,054	991	1,047	936	849	813	842	705	1,055	1,022	986	944	464	461	459	368
4	Ballymena,	Antrim,	1,271	1,240	1,256	1,149	1,324	1,241	1,296	1,186	1,177	1,096	1,156	1,007	886	790	827	719	1,121	1,079	1,065	962	426	411	413	342
5	Donegal,	Donegal, Leitrim, Fermanagh, Sligo.	1,057	960	970	877	1,102	942	986	979	1,094	929	1,055	850	933	829	903	674	1,129	1,045	971	865	392	383	378	248
6	Strabane,	Donegal, Tyrone, Fermanagh,	1,079	970	997	884	1,147	1,008	1,070	946	958	854	850	755	695	636	649	520	801	771	700	624	284	273	259	191
7	Magherafelt,	Antrim, Londonderry, Tyrone,	1,193	1,117	1,160	1,026	1,147	1,029	1,065	972	1,145	1,033	1,044	946	850	758	789	654	975	911	845	779	418	413	405	301
8	Belfast, North,	Antrim,	2,246	2,129	2,203	2,018	2,213	2,114	2,185	2,073	2,153	2,064	2,137	1,926	1,628	1,603	1,617	1,442	1,755	1,732	1,727	1,554	614	611	614	544
8A	Carrickfergus,	Antrim,	1,316	1,208	1,236	1,105	1,236	1,090	1,150	968	1,223	1,120	1,175	914	1,076	1,015	1,021	792	1,185	1,148	994	866	486	475	464	297
9	Belfast, South,	Antrim, Down,	1,718	1,552	1,649	1,500	1,752	1,554	1,709	1,534	1,678	1,545	1,655	1,403	1,475	1,332	1,444	1,209	1,685	1,603	1,620	1,362	902	849	868	734
9A	Do.,	Down, Antrim,	738	682	715	641	667	607	627	593	628	595	615	542	458	443	455	399	519	507	469	444	170	168	163	133
10	Newtownards,	Down,	1,938	1,834	1,913	1,776	1,890	1,810	1,862	1,647	1,797	1,746	1,794	1,656	1,377	1,350	1,377	1,234	1,801	1,768	1,738	1,601	730	724	719	636
11	Lurgan,	Antrim, Armagh, Down,	1,355	1,246	1,290	1,136	1,312	1,204	1,251	1,159	1,119	1,046	1,071	887	982	928	934	824	1,247	1,202	1,190	1,029	500	497	488	412
12	Sligo,	Sligo, Leitrim,	1,187	1,107	1,106	970	1,238	1,157	1,211	1,117	1,135	1,114	1,164	908	1,052	1,019	1,048	831	1,404	1,373	1,324	1,103	355	331	330	231
13	Enniskillen,	Fermanagh, Leitrim, Cavan,	1,019	932	950	840	1,056	971	987	864	1,045	945	998	782	804	740	788	513	1,045	999	880	750	305	285	265	166
14	Omagh,	Tyrone, Fermanagh,	1,082	1,007	1,026	929	1,023	902	922	805	1,030	888	961	825	867	752	886	640	1,030	985	751	765	492	482	441	323
15	Dungannon,	Armagh, Tyrone, Londonderry,	1,187	1,070	1,121	970	1,198	1,017	1,123	1,032	1,024	864	990	877	852	732	801	634	1,047	929	914	788	512	488	495	369
16	Armagh,	Armagh, Tyrone,	1,109	1,048	1,096	977	1,116	1,050	1,086	915	1,017	994	1,014	787	855	846	847	692	1,187	1,165	1,164	932	550	538	537	405
17	Downpatrick,	Down,	1,185	1,118	1,124	1,063	1,269	1,198	1,228	1,149	1,133	1,084	1,122	905	926	886	898	736	1,216	1,194	1,124	1,002	462	458	459	366
18	Monaghan,	Fermanagh, Armagh, Monaghan,	1,188	1,106	1,118	1,040	1,180	1,079	1,153	1,068	1,069	951	1,069	912	954	859	941	718	1,221	1,176	1,048	958	412	377	364	280
19	Newry,	Armagh, Down, Louth,	1,367	1,276	1,304	1,197	1,345	1,251	1,313	1,177	1,208	1,120	1,196	1,012	955	928	955	792	1,090	1,062	1,020	887	336	329	334	257
20	Ballina,	Mayo, Sligo,	1,675	1,590	1,610	1,551	1,527	1,406	1,440	1,314	1,441	1,325	1,398	1,194	1,037	959	988	801	1,230	1,171	1,074	945	479	460	450	345
21	Ballaghaderreen,	Mayo, Sligo, Roscommon,	1,584	1,514	1,546	1,425	1,704	1,578	1,626	1,510	1,575	1,462	1,538	1,347	1,244	1,151	1,192	996	1,653	1,591	1,526	1,317	454	380	377	272
22	Boyle,	Roscommon, Sligo,	1,112	1,076	1,089	1,013	1,190	1,131	1,158	1,099	1,125	1,060	1,116	1,004	992	938	988	852	1,484	1,425	1,394	1,227	588	571	576	446
23	Cavan,	Cavan, Monaghan, Fermanagh,	1,113	1,030	1,036	955	1,148	1,033	1,061	1,029	1,141	1,017	1,078	863	1,015	910	987	686	1,126	1,069	962	765	319	293	264	166
24	Bailieboro'	Cavan, Monaghan, Meath,	1,210	1,082	1,203	1,084	1,319	1,251	1,290	1,167	1,150	1,040	1,135	1,019	1,000	885	978	809	1,168	1,096	1,130	951	329	318	322	241
25	Drogheda,	Louth, Meath, Armagh, Monaghan.	1,385	1,268	1,271	1,198	1,320	1,117	1,167	1,090	1,311	1,110	1,253	924	980	858	950	649	1,179	1,082	981	717	459	429	361	236
26	Westport,	Mayo, Galway,	1,826	1,798	1,799	1,635	1,872	1,759	1,831	1,628	1,544	1,455	1,533	1,304	1,256	1,189	1,246	1,014	1,488	1,390	1,371	1,183	402	391	389	309

27	Roscommon,	Roscommon, Galway,	1,393	1,361	1,354	1,301	1,488	1,387	1,434	1,392	1,468	1,392	1,441	1,303	1,144	1,104	1,134	988	1,454	1,415	1,899	1,248	434	429	423	360
28	Longford,	Longford, Leitrim, Roscommon, Cavan.	1,325	1,243	1,278	1,156	1,354	1,286	1,338	1,151	1,220	1,150	1,196	1,008	1,053	1,011	1,050	814	1,267	1,247	1,229	1,009	338	330	319	283
29	Trim,	Dublin, Kildare, Meath, Westmeath, Cavan.	1,088	1,048	1,056	1,001	1,061	1,034	1,037	1,008	1,037	1,027	1,026	897	878	871	872	745	1,259	1,246	1,230	1,072	470	465	460	401
30	Dublin, North,	Dublin, Meath,	1,876	1,830	1,840	1,742	1,686	1,568	1,608	1,487	1,475	1,410	1,459	1,280	1,146	1,124	1,186	991	1,220	1,210	1,208	1,095	453	450	449	399
30A	Do.,	Dublin, Kildare,	480	449	467	424	509	488	495	441	452	433	449	385	395	388	387	353	532	515	509	453	114	112	112	96
31	Ballinamore,	Fermanagh, Leitrim, Cavan,	1,249	1,188	1,170	1,001	1,323	1,239	1,247	1,118	1,198	1,102	1,144	981	1,063	953	978	806	1,285	1,180	998	890	349	318	299	211
32	Tuam,	Galway, Mayo, Roscommon,	1,841	1,762	1,763	1,706	1,926	1,731	1,874	1,692	1,707	1,560	1,682	1,386	1,388	1,254	1,338	1,118	1,518	1,427	1,254	1,170	464	455	449	318
33	Mullingar,	Longford, Westmeath, Meath, Cavan, King's.	1,189	1,104	1,157	1,046	1,272	1,089	1,239	1,078	1,140	1,055	1,122	872	925	886	906	690	1,235	1,201	1,188	866	254	252	253	171
34	Galway,	Galway, Mayo,	1,327	1,250	1,288	1,193	1,322	1,227	1,291	1,165	1,125	1,074	1,120	952	883	837	876	703	1,0 6	999	973	835	328	326	323	222
34A	Do.,	Galway,	542	528	538	488	508	472	489	425	481	448	478	415	336	315	332	260	429	408	364	345	134	129	122	82
35	Ballinasloe,	Galway, Roscommon, Westmeath	1,418	1,344	1,356	1,289	1,396	1,323	1,369	1,318	1,341	1,292	1,317	1,137	977	941	971	797	1,110	1,084	1,039	845	285	280	283	193
36	Parsonstown,	Tipperary, King's, Queen's, Galway, Westmeath.	1,122	1,042	1,066	958	1,218	1,122	1,205	1,109	1,068	966	1,057	875	930	878	922	738	1,231	1,138	1,151	960	331	328	328	254
37	Dublin (S),	Dublin, Kildare, Wicklow,	1,898	1,823	1,845	1,781	1,685	1,647	1,675	1,515	1,381	1,354	1,372	1,188	1,019	1,007	1,025	868	1,118	1,110	1,087	934	358	359	355	319
39	Listowel,	Kerry, Limerick, Cork,	1,351	1,300	1,312	1,204	1,332	1,279	1,337	1,203	1,263	1,275	1,330	1,153	1,098	1,018	1,067	864	1,502	1,42	1,459	1,164	741	735	7.8	530
40	Dublin, South,	Wicklow, Dublin, Wexford,	1,246	1,202	1,225	1,164	1,206	1,153	1,184	1,145	1,086	1,040	1,078	944	980	966	965	844	1,090	1,081	1,079	930	368	354	357	284
40A	Do.,	Dublin,	592	549	578	545	561	514	534	490	460	454	457	400	357	337	350	307	406	398	390	350	158	154	153	127
41	Portarlington,	Kildare, King's, Queen's, Westmeath, Meath.	1,401	1,344	1,318	1,159	1,378	1,275	1,242	1,162	1,270	1,196	1,236	1,087	1,018	970	988	812	1,334	1,312	1,239	1,078	323	323	308	228
42	Gort,	Clare, Galway,	1,316	1,250	1,271	1,149	1,281	1,224	1,252	1,099	1,188	1,102	1,168	963	987	924	981	785	1,430	1,320	1,243	1,076	560	514	508	365
43	Thurles,	Tipperary, Queen's, Kilkenny,	1,152	1,118	1,118	1,055	1,166	1,119	1,048	1,042	1,128	1,078	1,080	914	996	955	904	761	1,311	1,273	1,192	1,006	478	472	450	325
44	Athy,	Carlow, Queen's, Kildare, Wicklow, Kilkenny,	1,316	1,191	1,195	1,112	1,283	1,174	1,218	1,069	1,172	1,046	1,110	892	937	860	908	724	1,050	995	926	804	263	258	257	187
45	Ennis,	Clare,	1,566	1,510	1,538	1,428	1,394	1,337	1,337	1,187	1,331	1,240	1,214	1,242	1,148	1,062	1,132	980	1,666	1,591	1,522	1,363	757	641	625	459
46	Tipperary,	Tipperary, Limerick, Cork,	1,210	1,128	1,146	1,048	1,229	1,090	1,179	1,057	1,237	1,093	1,224	1,018	1,083	961	1,078	811	1,645	1,491	1,472	1,160	746	669	709	472
47	Kilkenny,	Tipperary, Carlow, Kilkenny, Queen's.	1,337	1,228	1,283	1,093	1,247	1,136	1,144	1,038	1,210	1,153	1,189	928	1,089	1,057	1,071	778	1,404	1,350	1,235	1,019	380	319	304	193
48	Youghal,	Cork, Waterford,	1,287	1,270	1,277	1,235	1,270	1,212	1,258	1,154	1,327	1,211	1,274	1,122	1,128	1,032	1,095	978	1,517	1,466	1,462	1,323	569	489	499	369
49	Waterford,	Waterford, Carlow, Kilkenny, Wexford.	1,425	1,352	1,379	1,301	1,515	1,436	1,471	1,365	1,320	1,261	1,292	1,021	1,060	1,000	1,028	850	1,397	1,354	1,305	1,188	440	413	400	312
50	Wexford,	Carlow, Wexford,	1,546	1,464	1,469	1,303	1,493	1,388	1,435	1,274	1,288	1,119	1,264	1,061	1,046	991	1,023	793	1,147	1,098	1,013	857	414	401	398	293
51	Limerick,	Clare, Limerick, Tipperary,	1,363	1,308	1,337	1,212	1,375	1,307	1,319	1,239	1,235	1,130	1,266	1,088	1,080	985	998	852	1,555	1,502	1,375	1,315	741	706	626	541
52	Rathkeale,	Cork, Limerick,	993	901	908	822	1,095	974	1,030	915	1,074	962	1,025	865	885	785	818	727	1,475	1,354	1,276	1,146	829	766	754	538
53	Clonmel,	Tipperary, Waterford, Kilkenny,	1,308	1,267	1,278	1,177	1,272	1,199	1,229	1,143	1,287	1,211	1,265	1,107	1,044	990	1,028	923	1,406	1,346	1,319	1,266	627	626	607	521
54	Tralee,	Kerry,	1,449	1,374	1,431	1,319	1,510	1,408	1,478	1,227	1,473	1,375	1,460	1,265	1,259	1,196	1,250	1,018	1,667	1,603	1,537	1,326	576	570	570	448
55	Millstreet,	Cork, Kerry,	1,287	1,187	1,216	1,184	1,223	1,182	1,204	1,097	1,423	1,340	1,407	1,245	1,192	1,147	1,173	1,049	1,849	1,796	1,754	1,549	998	971	970	784
56	Mallow,	Cork,	1,222	1,184	1,215	1,161	1,211	1,157	1,206	1,094	1,118	1,070	1,118	964	1,057	1,013	1,055	920	1,486	1,152	1,421	1,244	596	548	545	412
57	Killarney,	Kerry,	1,848	1,803	1,845	1,248	1,444	1,323	1,428	1,260	1,377	1,278	1,363	1,188	1,216	1,125	1,204	993	1,784	1,627	1,578	1,306	508	474	473	326
58	Bantry,	Cork, Kerry,	1,422	1,367	1,374	1,312	1,378	1,321	1,329	1,258	1,350	1,275	1,298	1,135	1,269	1,202	1,220	1,053	1,676	1,618	1,602	1,417	708	691	689	531
59	Dunmanway,	Cork,	1,127	1,117	1,113	1,070	1,068	1,053	1,060	1,004	1,096	1,048	1,093	922	1,100	1,073	1,092	867	1,576	1,545	1,492	1,217	800	702	708	509
60	Cork,	Cork,	2,283	2,188	2,201	2,062	2,013	1,912	1,990	1,855	1,958	1,871	1,935	1,656	1,693	1,663	1,688	1,447	2,189	2,181	2,157	1,909	803	792	790	641
60A	Do.,	Cork,	278	266	270	257	286	271	284	278	265	243	264	228	267	260	265	232	384	376	350	314	128	110	111	94
		Total,	84,939	80,219	81,934	75,406	84,363	78,185	81,129	74,269	78,722	73,241	76,857	65,701	64,826	60,981	63,434	52,137	82,536	79,259	75,772	66,009	30,446	29,067	28,619	21,969

Statistics for Ireland arranged for comparison with similar Returns for Great Britain—(*continued*).

Population of Ireland (Census of 1891), 4,704,750. Population, 5—13 (both included), 939,694.

Dist.	Official Centre.	County or Counties into which District runs.	Proficiency of Children over 7 years of Age.							Classed Teachers (*i.e.*, Certificated).						Pupil Teachers or Monitors.		
			Total No. examined in Classes.	Total number of Passes in						Principals.			Assistants.					
				Reading.	Per cent.	Writing.	Per cent.	Arithmetic.	Per cent.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.
1	Letterkenny,	Donegal,	4,972	4,538	91·3	4,705	94·6	4,058	81·6	159	105	54	14	1	13	36	20	16
2	Londonderry,	Donegal, Londonderry, Tyrone,	6,677	5,928	88·8	6,056	90·7	5,599	83·9	149	97	52	41	16	25	76	26	50
2A	Do.,	Londonderry,	1,762	1,622	95·3	1,617	95·0	1,470	86·4	37	20	17	12	6	6	40	23	17
3	Coleraine,	Antrim, Londonderry,	5,815	5,540	95·3	5,661	97·4	5,178	89·0	159	89	70	29	5	24	85	33	52
4	Ballymena,	Antrim,	6,155	5,857	95·2	6,012	97·7	5,365	87·2	147	86	61	39	10	29	102	48	54
5	Donegal,	Donegal, Leitrim, Fermanagh, Sligo,	5,707	5,088	89·2	5,268	92·2	4,493	78·7	149	103	46	26	3	23	28	10	18
6	Strabane,	Donegal, Tyrone, Fermanagh,	4,964	4,512	90·9	4,525	91·2	3,920	79·0	156	112	44	11	2	9	50	23	27
7	Magherafelt,	Antrim, Londonderry, Tyrone,	5,728	5,261	91·8	5,308	92·7	4,678	81·7	156	105	51	14	1	13	54	21	33
8	Belfast, North,	Antrim,	10,609	10,253	96·7	10,483	98·8	9,557	90·1	125	76	49	248	37	211	210	35	175
8A	Carrickfergus,	Antrim,	6,522	6,056	92·9	6,040	92·6	4,932	75·6	159	102	57	46	8	38	78	30	48
9	Belfast, South,	Antrim, Down,	9,210	8,485	92·1	8,945	97·1	7,742	84·1	124	73	51	195	36	159	281	64	167
9A	Do.,	Down, Antrim,	3,165	3,002	94·8	3,064	96·8	2,752	87·0	37	17	20	67	15	52	58	14	44
10	Newtownards,	Down,	9,533	9,282	96·8	9,403	98·6	8,550	89·7	146	92	54	189	38	151	175	54	121
11	Lurgan,	Antrim, Armagh, Down,	6,515	6,118	93·9	6,224	95·5	5,447	83·6	130	76	54	73	14	59	128	46	82
12	Sligo,	Sligo, Leitrim,	6,421	6,101	95·0	6,178	96·2	5,155	80·3	135	83	52	36	11	25	45	18	27
13	Enniskillen,	Fermanagh, Leitrim, Cavan,	5,274	4,872	92·4	4,868	92·3	3,915	74·2	155	117	38	17	3	14	28	13	15
14	Omagh,	Tyrone, Fermanagh,	5,574	5,016	90·0	4,937	88·6	4,287	76·9	148	117	31	13	3	15	61	34	27
15	Dungannon,	Armagh, Tyrone, Londonderry,	5,320	5,106	87·7	5,444	93·5	4,670	86·2	147	92	55	21	1	20	63	17	46
16	Armagh,	Armagh, Tyrone,	5,884	5,641	96·7	5,714	98·4	4,708	80·7	145	85	60	25	4	21	85	23	62
17	Downpatrick,	Down,	6,191	5,988	95·8	5,950	96·1	5,221	84·3	143	102	41	35	2	33	70	28	42
18	Monaghan,	Fermanagh, Armagh, Monaghan,	5,974	5,548	92·9	5,698	95·3	4,791	80·2	149	107	42	44	3	41	42	13	29
19	Newry,	Armagh, Down, Louth,	6,808	5,960	94·6	6,122	97·1	5,322	84·4	137	64	73	36	13	23	91	31	60
20	Ballina,	Mayo, Sligo,	7,389	6,911	93·5	6,960	94·2	6,150	83·2	136	98	38	53	11	42	53	34	19
21	Ballaghadereen,	Mayo, Sligo, Roscommon,	8,214	7,676	93·5	7,800	95·0	6,807	83·6	133	72	61	89	33	56	81	31	50
22	Boyle,	Roscommon, Sligo,	6,491	6,201	95·5	6,321	97·4	5,641	86·9	128	71	57	32	7	25	86	41	45
23	Cavan,	Cavan, Monaghan, Fermanagh,	5,862	5,352	91·3	5,338	91·1	4,464	76·2	147	84	63	22	8	14	41	10	31
24	Ballieboro',	Cavan, Monaghan, Meath,	6,176	5,665	91·8	6,058	98·1	5,271	85·3	151	91	60	44	4	40	58	26	32
25	Drogheda,	Louth, Meath, Armagh, Monaghan,	6,684	5,959	89·2	5,923	89·3	4,814	72·6	128	74	54	35	11	24	94	25	69
26	Westport,	Mayo, Galway,	8,333	7,962	95·8	8,169	98·0	7,008	84·8	149	97	52	62	17	45	58	19	39

27	Roscommon, . .	Roscommon, Galway, .	7,376	7,083	96·1	7,185	97·4	6,587	89·3	129	77	52	40	3	32	87	31	56
28	Longford, . .	Longford, Leitrim, Roscommon, Cavan,	6,552	6,267	95·7	6,405	97·8	5,366	81·9	138	75	63	25	7	18	63	27	36
29	Trim, . . .	Dublin, Kildare, Meath, Westmeath, Cavan,	5,793	5,686	98·2	5,681	98·1	5,124	88·5	130	54	76	13	6	7	88	29	59
30	Dublin, North, .	Dublin, Meath, ...	7,806	7,587	97·2	7,690	98·5	6,994	89·6	124	40	84	104	26	78	191	27	164
30A	Do., . .	Dublin, Kildare, ...	2,482	2,380	95·9	2,419	97·5	2,152	86·7	52	19	33	45	12	33	54	12	42
31	Ballinamore, . .	Fermanagh, Leitrim, Cavan, .	5,467	5,980	98·5	5,886	90·2	4,957	76·7	136	80	56	25	2	23	37	15	22
32	Tuam, . . .	Galway, Mayo, Roscommon, .	8,844	8,189	92·6	8,380	94·8	7,390	83·6	131	74	57	33	19	64	98	32	66
33	Mullingar, . .	Longford, Westmeath, Meath, Cavan, King's,	6,015	5,587	92·9	5,865	97·5	4,728	78·5	144	60	84	25	6	19	66	24	42
34	Galway, . . .	Galway, Mayo, ...	6,011	5,718	95·0	5,871	97·7	5,070	84·3	128	72	56	30	6	24	56	17	39
34A	Do., . . .	Galway, ...	2,425	2,300	94·8	2,318	95·6	2,010	82·9	43	21	22	12	3	9	23	11	12
35	Ballinasloe, . .	Galway, Roscommon, Westmeath,	6,522	6,264	96·0	6,335	97·1	5,579	85·5	129	68	61	26	6	20	61	13	48
36	Parsonstown, . .	Tipperary, King's, Queen's, Galway, Westmeath, . .	5,895	5,524	93·7	5,729	97·2	4,894	83·0	144	74	70	15	7	8	63	19	44
37	Dublin (3), . .	Dublin, Kildare, Wicklow, . .	7,459	7,300	97·9	7,359	98·7	6,555	87·9	104	40	64	93	25	68	191	23	168
39	Listowel, . .	Kerry, Limerick, Cork, . .	7,437	7,029	94·5	7,238	97·3	6,118	82·3	119	68	51	65	32	33	87	32	55
40	Dublin, South, .	Wicklow, Dublin, Wexford, .	5,980	5,796	96·9	5,888	98·5	5,311	88·8	125	55	70	35	17	18	102	28	74
40A	Do., . .	Dublin, ...	2,534	2,386	94·2	2,462	97·2	2,219	87·6	80	13	17	29	10	19	59	10	49
41	Portarlington, .	Kildare, King's, Queen's, Westmeath, Meath.	6,724	6,420	95·5	6,326	94·1	5,526	82·2	128	70	58	23	10	13	67	19	48
42	Gort, . . .	Clare, Galway, ...	6,762	6,334	93·7	6,423	95·0	5,457	80·4	129	73	56	30	10	20	62	23	39
43	Thurles, . . .	Tipperary, Queen's, Kilkenny, .	6,231	6,010	96·5	5,722	91·8	5,108	81·9	123	82	41	35	5	30	59	23	36
44	Athy, . . .	Carlow, Queen's, Kildare, Wicklow, Kilkenny.	6,021	5,524	91·7	5,614	93·2	4,788	79·5	137	73	64	19	8	11	61	22	39
45	Ennis, . . .	Clare, ...	7,862	7,381	93·9	7,398	94·1	6,659	84·7	124	80	44	67	15	52	124	46	78
46	Tipperary, . .	Tipperary, Limerick, Cork, .	7,150	6,432	90·0	6,808	95·2	5,566	77·9	119	65	54	68	21	47	110	49	61
47	Kilkenny, . .	Tipperary, Carlow, Kilkenny, Queen's.	6,667	6,243	93·6	6,286	93·5	5,049	75·7	143	67	76	34	14	20	92	27	65
48	Youghal, . . .	Cork, Waterford, . . .	7,098	6,680	94·1	6,865	96·7	6,181	87·1	125	59	66	61	29	32	65	13	52
49	Waterford, . .	Waterford, Carlow, Kilkenny, Wexford.	7,157	6,806	95·1	6,870	96·0	6,107	85·3	125	59	66	45	22	23	115	29	86
50	Wexford, . .	Carlow, Wexford, . . .	6,929	6,536	94·3	6,602	95·3	5,581	80·5	135	57	78	24	3	21	75	11	64
51	Limerick, . .	Clare, Limerick, Tipperary, .	7,349	7,038	95·8	6,921	94·2	6,242	84·9	109	59	50	38	19	19	131	42	89
52	Rathkeale, . .	Cork, Limerick, ...	6,351	5,742	90·4	5,811	91·5	5,013	78·9	112	60	52	43	24	24	74	35	39
53	Clonmel, . .	Tipperary, Waterford, Kilkenny,	6,944	6,633	95·5	6,726	96·9	6,137	88·4	104	56	48	31	15	16	143	38	105
54	Tralee, . .	Kerry, ...	7,934	7,526	94·9	7,726	97·4	6,603	83·2	105	62	43	95	33	62	97	40	57
55	Millstreet, . .	Cork, Kerry, ...	7,917	7,623	96·3	7,734	97·6	6,853	86·7	115	66	49	90	39	51	113	53	60
56	Mallow, . .	Cork, ...	6,690	6,408	95·8	6,555	98·0	5,795	86·6	109	59	50	61	30	31	78	31	47
57	Killarney .	Kerry, ...	7,627	7,180	93·5	7,386	96·8	6,271	82·2	126	71	55	86	30	56	93	40	53
58	Bantry, . . .	Cork, Kerry, ...	7,803	7,474	95·8	7,512	96·3	6,706	85·9	128	76	52	65	14	51	74	33	41
59	Dunmanway, . .	Cork, ...	6,767	6,538	96·6	6,553	96·8	5,589	82·6	118	68	50	51	18	33	110	50	60
60	Cork, . . .	Cork, ...	10,884	10,557	97·0	10,756	98·8	9,570	87·9	139	70	69	111	46	65	222	70	152
60A	Do., . . .	Cork, ...	1,603	1,526	95·2	1,544	96·3	1,403	87·5	80	14	16	18	4	9	32	15	17
		Total, ...	425,832	400,952	94·2	407,545	95·7	355,493	83·5	8,253	4,743	3,510	3,333	924	2,409	5,630	1,869	3,761

NAMES OF THE COMMISSIONERS

OF

NATIONAL EDUCATION IN IRELAND,

ON

31st DECEMBER, 1893,

ACCORDING TO THE DATES OF THEIR RESPECTIVE APPOINTMENTS.

	Year of Appointment.
Right Hon. Lord Morris,	1868
Right Hon. Viscount Monck, G.C.M.G.,	1871
Right Hon. Sir Patrick J. Keenan, K.C.M.G., C.B., LL.D., Resident Commissioner,	1871
Right Hon. W. H. F. Cogan, D.L.,	1880
Edmund G. Dease, Esq., D.L.,	1880
Right Hon. Lord Justice FitzGibbon,	1884
Right Hon. C. T. Redington, D.L.,	1886
W. H. Newell, Esq., LL.D., C.B., J.P.,	1886
J. Malcolm Inglis, Esq., J.P.,	1887
Sir Percy R. Grace, Bart., D.L.,	1888
James Morell, Esq.,	1888
George F. FitzGerald, Esq., F.T.C.D., F.R.S.,	1888
Rev. John W. Stubbs, D.D., S.F.T.C.D.,	1888
Sir Henry Bellingham, Bart., D.L.,	1890
Right Hon. Christopher Palles, Lord Chief Baron,	1890
Rev. Henry Evans, D.D.,	1890
Sir Rowland Blennerhassett, Bart., D.L.,	1891
His Honour Judge Shaw,	1891
Rev. Hamilton B. Wilson, D.D.,	1892
John E. Sheridan, Esq.,	1892

N.B.—The Appendix to this Report is in course of preparation.

No. 8957.

DUBLIN CASTLE,

19*th July*, 1894.

GENTLEMEN,

I have to acknowledge the receipt of your letter of the 17th instant, forwarding, for submission to His Excellency the Lord Lieutenant, the Report of the Commissioners of National Education in Ireland for the year 1893.

I am, Gentlemen,
Your obedient Servant,

W. S. B. KAYE

The Secretaries to the Commissioners
of National Education

Dublin : Printed for Her Majesty's Stationery Office,
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APPENDIX

TO THE

SIXTIETH REPORT

OF THE

COMMISSIONERS

OF

NATIONAL EDUCATION

IN IRELAND,

FOR THE YEAR 1893.

Presented to both Houses of Parliament by Command of Her Majesty.

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1894.

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TO THE

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APPENDIX A.

Appendix A.

List of Inspectors of National Schools.

Inspectors of Irish National Schools.

National School Districts and Inspectors in Charge on 1st April, 1894.

Head Inspectors.

Name.	Centres.	District in Charge.	Districts in Charge as Head Inspector.
Newell, W. O'B., M.A.,	Cork,	60a	39, 48, 52, 54, 55, 56, 57, 58, 59, 60.
Connellan, P.,	Dublin (43, Waterloo-road).	40a	29, 40, 43, 44, 46, 47, 49, 51, 53, and 2 Training Colleges.
Purser, A.,	Dublin (12, Palmerston-road).	30a	19, 25, 28, 30, 33, 36, 37, 41, 50, and 3 Training Colleges.
Sullivan, M., LL.B.,	Galway,	34a	12, 20, 21, 22, 26, 27, 32, 34, 35, 42, 45.
Downing, E.,	Londonderry,	2a	1, 2, 3, 5, 6, 7, 13, 14, 15, 31.
Stronge, S. E., M.A.,	Belfast,	9a	4, 8, 8A, 9, 10, 11, 16, 17, 18, 23, 24.

District Inspectors.

No. of District.	Official Centres.	Inspectors in Charge.	No. of District.	Official Centres.	Inspectors in Charge.
1	Letterkenny,	Kelly, P. J. (*pro tem.*)	10	Newtownards,	Beatty, H. M., LL.D.
2	Londonderry,	Alexander, T. J., B.A.	11	Lurgan,	Dugan, C. W., M.A.
3	Coleraine,	M'Neill, J., B.A.	12	Sligo,	O'Connell, J. A., M.A.
4	Ballymena,	Cussen, J. S., B.A. (*pro tem.*)	13	Enniskillen,	Murphy, J. J.
5	Donegal,	M'Glade, P. (*pro tem.*)	14	Omagh,	Cox, Henry.
6	Strabane,	Browne, W. J., M.A.	15	Dungannon,	Dewar, E. P., M.A.
7	Magherafelt, Castledawson, (*pro tem.*)	Warner, J. M'K., B.A.	16	Armagh,	Fitzpatrick, P. (*pro tem.*)
			17	Downpatrick,	Skeffington, J. B., LL.B.
8	Belfast, North,	Dalton, J. P., M.A.	18	Monaghan,	Worsley, H., M.A.
8A	Carrickfergus,	M'Elwaine, A. J. M.A.	19	Newry,	Ross, J., M.A.
9	Belfast, South,	Pedlow, Wm., B.A.	20	Ballina,	Semple, J., B.A. (*pro tem.*)

Appendix A.

List of Inspectors of National Schools.

DISTRICT INSPECTORS—*continued.*

No. of District.	Official Centres.	Inspectors in Charge.	No. of District.	Official Centres.	Inspectors in Charge.
21	Ballaghadereen,	O'Riordan, J., B.A.	42	Gort, . .	M'Alister, J., B.A. (*pro tem.*)
22	Boyle, . .	Lehane, D., B.A.	43	Templemore, .	Nicholls, W.
23	Cavan, . .	M'Clintock, W. J., M.A.	44	Athy, . .	M'Enery, D.T., M.A. (*pro tem.*)
24	Bailieborough, .	Rogers, J. C., B.A. (*pro tem.*)	45	Ennis, . .	Hogan, J. F.
25	Dundalk, .	Steede, J., LL.D.	46	Tipperary, .	Craig, Isaac, B.A.
26	Westport, . .	Newell, P.	47	Kilkenny, .	Shannon, P.
27	Roscommon, .	Codrington, A. J. (*pro tem.*)	48	Youghal, .	Connelly, W. R., B.A.
28	Longford, .	O'Connor, T. P., B.A. (*pro tem.*)	49	Waterford, .	Morgan, A. P., B.A.
29	Trim, . .	Moran, John, LL.D.	50	Wexford,	MacMillan, W.
30	Dublin, North, .	Eardley, F.	51	Limerick, .	Bateman, G., LL.D.
31	Ballinamore .	Chambers, J., B.A.	52	Rathkeale, .	Dickie, J., B.A.
32	Tuam, . .	O'Reilly, L.	53	Clonmel, .	Smith, C.
33	Mullingar, .	M'Mahon, J. (*pro tem.*)	54	Tralee, . .	Coyne, J. A., B.A. (*pro tem.*)
34	Galway, . .	Welply, W. H., B.A. (*pro tem.*)	55	Millstreet, .	Fitzgerald, P. J. (*pro tem.*)
35	Ballinasloe, .	Keith, J. B.A. (*pro tem.*).	56	Mallow, . .	Hynes, J. J., M.A.
36	Parsonstown, .	Allman, S.	57	Killarney, .	Cromie, E. S., B.A.
37	Dublin, No. 3, .	Headen, W. P., B.A.	58	Bantry, . .	Hughes, R. W., B.A. (*pro tem.*)
39	Listowel, .	Tibbs, J. H., B.A. (*pro tem*).	59	Dunmanway, .	Daly, Louis, M.A. (*pro tem.*)
40	Dublin, South, .	Browne, John.	60	Cork, . .	Keenan, M., B.A.
41	Portarlington, .	Brown, W. A., B.A.			

Inspectors to whom Districts are not yet assigned.	Inspectors' Assistants.	Stations.
Young, E., M.A.	Robertson, William, . . .	Derry.
Lynam, J. P. D., M.A.	Clements, William T., . .	Belfast.
FitzGerald, D. P. B.A.	O'Sullivan, Michael, . . .	Cork.
Macmillian, W., jun., B.A.	Bartley, William, B.A., . .	Dublin.
	Bartley, Charles, ...	Clonmel.
	Smith, John, ...	Galway.
	Martin, Thomas, ...	Tuam.
	Stokes, I. J., ...	Kilkenny.
	Honan, P. J., ...	Belfast.
	Little, R. J., ...	Tralee.

AGRICULTURAL SUPERINTENDENT,

Thomas Carroll, Esq., M.R.I.A.

APPENDIX B.

Appendix B.

(1.)—Irish Education Act, 1892.
55 & 56 Vict., chapter 42.

ARRANGEMENT OF SECTIONS.

Compulsory Education.

Section.
1. Duty of parent to send child to school.
2. Prohibition of employment of children required to attend school.
3. School attendance committee.
4. Attendance orders and enforcement thereof.
5. Exception to prohibition of employment of children.
6. Exemption.
7. Regulations as to legal proceedings.
8. Authority to prosecute.
9. Regulations as to registers.
10. Searches in registers of births.
11. Certificate of birth for purposes of Act.
12. Return of registrars of births and deaths to school attendance committees.
13. Meaning of "parent."
14. Forgery, false entries, and false information.
15. Application of foregoing provisions.
16. Commencement of foregoing provisions.
17. Power to acquire land for school-house or teacher's residence.

Parliamentary Grant.

18. School grant and limit of school fees in schools receiving grant.

Supplemental.

19. Extent of Act.
20. Short title.

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An Act to improve National Education in Ireland.
[27th June, 1892.]

Be it enacted by the Queen's most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows :

Compulsory Education.

Duty of parent to send child to school.

1.—(1.) In every place to which this section applies, the parent of every child not less than six nor more than fourteen years of age shall cause the child to attend school during such number of days in the year and for such time on each day of attendance as are prescribed in the First Schedule to this Act, unless there is a reasonable excuse for non-attendance.

(2.) Provided that a child over eleven years of age shall not be required to attend school if the child has received such certificate of his proficiency in reading, writing, and elementary arithmetic as is prescribed in the Second Schedule to this Act.

(3.) Any of the following reasons shall be a reasonable excuse for non-attendance of a child ; namely,

(*a.*) That there is not within two miles, measured according to the nearest road, from the residence of the child any national school or other efficient school at which the child can attend, and to which the parent of the child does not object, on religious grounds, to send the child ;

(*b.*) That the child has been prevented from attending school by sickness, domestic necessity, or by reason of being engaged in necessary operations of husbandry and the ingathering of crops, or giving assistance in the fisheries, or other work requiring to be done at a particular time or season, or other unavoidable or reasonable cause ;

Appendix B.

(*c.*) That the child, being under seven years of age, lives at too great a distance from any national school or other efficient school which he can attend, even though that distance is less than two miles;

(*d.*) That the child is receiving suitable elementary education in some other manner.

Prohibition of employment of children required to attend school.

2.—(1.) A person shall not, except as in this Act mentioned, take into his employment in any place to which this section applies, any child, except for the setting or planting potatoes, hay-making, or harvesting—

(i.) who is under the age of eleven years; or

(ii.) who, being of the age of eleven years or upwards, and less than fourteen years of age, has not obtained such certificate of his proficiency in reading, writing, and elementary arithmetic, as is prescribed in the Second Schedule to this Act, unless the child is employed and is attending school in accordance with the Factory and Workshop Acts, 1878 to 1891, but no employer shall compel a child to attend a school to which its parent objects on religious grounds.

(2.) If any person acts in contravention of this section, he shall be liable on summary conviction to a fine not exceeding forty shillings.

School attendance committee.

3.—(1.) In every place to which this section applies there shall be a school attendance committee consisting of six, eight, or ten persons, as the local authority of the place may determine, one-half of whom shall be appointed by the local authority and the remainder by the Commissioners, and not less than one-half of whom shall, where such persons are available, be managers or patrons of schools in the place, and the local authority shall make regulations subject to the approval of the Commissioners as to the time and mode of appointment of the committee and the conduct of their proceedings. The term for which the members of the committee shall hold office and the quorum of the committee shall be as prescribed in the Third Schedule to this Act.

(2.) Subject to the approval of the Commissioners after a public inquiry if they shall think fit, the local authority of any place may for the purposes of this Act divide the place into districts, and in such case a school attendance committee shall be appointed for each district in manner hereinbefore provided.

(3.) The school attendance committee may appoint and remove officers and prescribe their duties, and, with the approval of the local authority, fix their remuneration.

(4.) In the event of the local authority, after warning and reasonable notice, failing to exercise any power, or perform any duty conferred or imposed on them by the preceding part of this section, the same may be exercised or performed by the Commissioners.

(5.) The expenses of a school attendance committee, and the salaries and expenses of their officers, shall be defrayed by the local authority out of the local rate, but any revenue from penalties under this Act in the place or district shall be applied in relief of the local rate.

Attendance orders and enforcement thereof.

4.—(1.) If any parent who is required by this Act to cause his child to attend school makes default without reasonable excuse in so doing, the school attendance committee shall, after due warning to the parent, make a complaint to a court of summary jurisdiction, unless they think that it is inexpedient to take such proceedings, and the court, if satisfied

of the truth of the complaint, may make an order (in this Act called an attendance order) that the child do attend, in accordance with the requirements of this Act, some national school or other efficient school, and, subject to the provisions of section one of this Act, the child shall attend some such school in such regular manner as is specified in the order. *Appendix B.*

(2.) If the school attendance committee have reason to believe that an attendance order has not been complied with, and that there is not any reasonable excuse within the meaning of this Act for non-compliance therewith, they may make a further complaint to a court of summary jurisdiction, and thereupon, if the parent does not satisfy the court that the order has been complied with, or that he has used all reasonable efforts to comply therewith, the court may impose on him a fine not exceeding, including costs, five shillings.

(3.) A complaint under this section with respect to a continuing non-compliance with an attendance order shall not be repeated by the school attendance committee at any less interval than two months.

Exception to prohibition of employment of children.

5. A person shall not be deemed to have taken a child into his employment in contravention of this Act, if it is proved to the satisfaction of the court having cognizance of the case, either—

(1) that during the employment there is not within two miles, measured according to the nearest road, from the residence of the child, any national school or other efficient school which the child can attend, subject to the provisions of section one of this Act; or

(2) that the employment, by reason of being during the school holidays, or during the hours during which the school is not open, or otherwise, does not interfere with the efficient elementary instruction of the child, and that the child obtains such instruction by attendance, in accordance with the requirements of this Act, at a national school, or in some other equally efficient manner.

Exemption.

6.—(1.) Where the offence of taking a child into employment in contravention of this Act is in fact committed by an agent or workman of the employer, that agent or workman shall be liable to a fine as if he were the employer.

(2.) Where a child is taken into employment in contravention of this Act on the production by or with the privity of the parent of a false or forged certificate, or on the false representation of his parent that the child is of an age at which the employment is not in contravention of this Act, that parent shall be liable on summary conviction to a fine not exceeding forty shillings.

(3.) Where an employer charged with taking a child into his employment in contravention of this Act, proves that he has used due diligence to enforce the observance of this Act, and either that some agent or workman of his employed the child without his knowledge or consent, or that the child was employed either on the production of a forged or false certificate, and under the belief in good faith in the genuineness and truth of the certificate, or on the representation by his parent that the child was of an age at which his employment would not be in contravention of this Act, and under the belief in good faith in the representation, the employer shall be exempt from any fine.

(4.) Where an employer satisfies the person about to institute a prosecution that he is exempt under this section by reason of some agent, workman, or parent being guilty, and gives all facilities in his power for proceeding against and convicting that agent, workman, or parent, proceedings shall be instituted against that agent, workman, or parent, and not against the employer.

Appendix B.

Regulations as to legal proceedings.

7.—(1.) For the purposes of this Act a court of summary jurisdiction shall be constituted of not less than two justices of the peace, or of a divisional justice of Dublin metropolis, and every judgment of such court imposing a penalty shall be subject to appeal.

(2.) Any justice of the peace may by summons require any parent of a child required under this Act to attend school to produce the child before a court of summary jurisdiction; and any person failing without reasonable excuse to the satisfaction of the court to comply with such a summons shall be liable on summary conviction to a fine not exceeding twenty shillings.

(3.) A certificate purporting to be under the hand of the principal teacher of a national school, or other efficient school, stating that a child is or is not attending the school, or stating the particulars of the attendance of a child at the school, shall be conclusive evidence of the facts stated in the certificate.

(4.) A certificate, purporting to be under the hand of the dispensary medical officer of any district, stating that a child is ill, or that there is illness in the family of the child, or where the child resides, shall be conclusive evidence of the facts.

(5.) When a child is apparently of the age alleged by the complainant in the course of any proceedings under this Act, it shall lie on the defendant to prove that the child is not of that age.

(6.) Any person may appear in any proceedings under this Act by any member of his family or any other person authorized by him in this behalf.

(7.) A school attendance committee may appear in any such proceedings by any person appointed by them in that behalf.

Authority to prosecute

8. No legal proceedings for non-attendance or irregular attendance at school shall be commenced in a court of summary jurisdiction by any person on behalf of a school attendance committee, except by the direction of not less than three members of the said committee.

Regulations as to registers.

9. The Commissioners may make regulations as to the registers to be kept by school attendance committees and by the teachers of national schools, and as to the inspection thereof, and every school attendance committee shall comply with such regulations.

Provided that a teacher shall not be required under any such regulations to produce a register for inspection except so far as it relates to the attendance of scholars at the school.

Searches in registers of births.

26 & 27 Vict., c. 11. 43 & 44 Vict., c. 13.

10. Every superintendent registrar or registrar of births and deaths, or other person having the custody of the register books kept in accordance with the Births and Deaths Registration Acts (Ireland), 1863 to 1880, shall at all reasonable times permit any officer of a school attendance committee, on production of an authority from the committee in a form approved by the Registrar General, to inspect the register books without any fee or reward, and to take such notes and extracts as he may deem necessary for enabling him to perform his duties under this Act.

Certificate of birth for purposes of Act.

11. Where the age of any child is required to be ascertained or proved for the purposes of this Act, or for any purposes connected with the elementary education or employment in labour of such child, any person, on presenting a written requisition in such form and containing such particulars as may be from time to time prescribed by the Commissioners, and on payment of such fee, not exceeding sixpence, as the Commissioners from time to time fix, shall be entitled to obtain a certified copy, under the hand of the registrar or superintendent registrar,

of the entry in the register under the Births and Deaths Registration (Ireland) Acts, 1863 to 1880, of the birth of the child named in the requisition.

Return of registrars of births and deaths to school attendance committees.

12. Every registrar of births and deaths, when and as required by a school attendance committee, shall transmit, by post or otherwise, a return of such of the particulars registered by him concerning deaths and births of children as may be specified in the requisition of the committee.

The committee may supply a form, approved by the Commissioners, for the purpose of the return, and in that case the return shall be made in the form so supplied.

The committee may pay, as part of their expenses under this Act, to the registrar making such return such fee as may be agreed upon between them and the registrar, not exceeding one penny for every birth and death entered in such return.

Meaning of "parent."

13. For the purposes of this Act the expression "parent" shall include the guardian of a child and every person who is liable to maintain or has the actual custody of the child.

Forgery false entries, and false information.

14. If any person forges or counterfeits any certificate which is by this Act made evidence of any matter, or gives or signs any such certificate which is, to his knowledge, false in any material particular, or, knowing any such certificate to be forged or counterfeit, makes use thereof, or makes or knowingly uses any false entry in any register kept in pursuance of this Act, he shall be liable on summary conviction to imprisonment for a period not exceeding three months, with or without hard labour.

Application of foregoing provisions.

15.—(1.) The foregoing provisions of this Act shall apply to every place which either is a municipal borough or is a town or township under commissioners, and the council or commissioners of the place shall be the local authority of the place for the purposes of this Act.

(2.) Any county council which may be established under any Act of this or any future session of Parliament may, by resolution, and shall on application made by any baronial council so established with reference to their barony or any part thereof, apply the foregoing provisions of this Act to any part of their county, and thereupon those provisions shall so apply, and the county council shall be, for the purposes of this Act, the local authority of the place to which it is so applied, and may order the expenses under this Act to be levied off that place.

(3.) Where as regards any suburb or other area outside the boundaries of, but immediately adjoining, any municipal borough or any town or township under commissioners, the Commissioners of National Education consider that, having regard to the character and local situation of such suburb or area, the provisions of this Act should apply to the same, the Commissioners may, after such local inquiry as they think fit, by order so declare, and thereupon the provisions of this Act shall apply to such suburb or area, and the local authority and school attendance committee of the borough, town, or township to which the said suburb or area adjoins shall carry out the provisions of this Act in the same in like manner as if the said suburb or area were within the boundaries of the said borough, town, or township: Provided that no order shall be made under this section unless the consent of the local authority concerned has been first obtained: Provided further, that no such order shall remain in force after the provisions of this Act have been duly applied to such suburb or area by resolution of a county council.

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(4.) An order made by the Commissioners under this section shall be published in the *Dublin Gazette* and in the newspapers published in the locality, and the production of a printed copy of the *Dublin Gazette*, purporting to be printed and published by the Queen's authority, and containing the publication of any such order, shall be conclusive evidence that such order was duly made and properly published, and of the date and contents thereof.

Commencement of foregoing provisions.

16. The foregoing provisions of this Act shall come into operation on the first day of January one thousand eight hundred and ninety-four, except that a school attendance committee may be appointed, and regulations for its guidance may be framed, at any time after the passing of this Act.

Power to acquire land for school-house or teacher's residence.

17.—(1.) If the Commissioners are satisfied that a site is required for a national school or for the residence of a teacher of a national school, and cannot be obtained on reasonable terms except under the powers conferred by this section, and if security to the satisfaction of the Commissioners is given to them for the probable amount of the purchase-money, and the costs of carrying this section into effect, they may authorise persons approved of by them as trustees to purchase a site for such school or residence to be held by the trustees on trust for the purposes of such school or residence.

41 & 42 Vict. c. 52.

(2.) For the purpose of the purchase of land in pursuance of this section, section two hundred and three of the Public Health (Ireland) Act, 1878, shall apply as if it were herein re-enacted, and in terms made applicable to such trustees instead of to the sanitary authority, and section two hundred and fourteen of the same Act shall apply to Provisional Orders made for the purposes of this section.

Provided as follows :—

(*a.*) References in the said section two hundred and three to a newspaper circulating in the district of the sanitary authority shall be construed as references to a newspaper circulating in the Poor Law Union where the land proposed to be taken is situate ;

(*b.*) If a memorial is presented to the Local Government Board within one month after the making of a Provisional Order by an owner, lessee, or occupier of lands proposed to be taken compulsorily, stating that the memorialist requires that such Order shall not be acted upon until it is confirmed by Parliament, then the Order shall be of no force unless and until it is confirmed by Parliament ; but if no such memorial is presented, then the Order shall come into force at the expiration of one month from the making thereof ;

(*c.*) The Order may contain such provisions as the Local Government Board may deem necessary for securing that, in case the said trustees acquire land as a site for a school or residence under this Act, otherwise than by agreement, the school or residence shall be built to the satisfaction of the Commissioners, and shall be properly maintained, and be at all times conducted as a national school or used for the residence of a teacher of a national school, under the regulations of the Commissioners for the time being in force ; and for providing for the appointment of new trustees from time to time ; and, generally, for all such matters and things as the Commissioners may think expedient.

Parliamentary Grant. *Appendix B*

School grant and limit of schoolfees in schools receiving grant.

18.—(1.) After the financial year ending the thirty-first day of March one thousand eight hundred and ninety-two there shall be paid out of moneys provided by Parliament an annual grant (in this Act called the school grant) in aid of education in elementary schools conducted in accordance with the regulations of the Commissioners, of two hundred and ten thousand pounds or of such other amount as Parliament may determine having regard to the amount of the fee grant under the Elementary Education Act, 1891; and the school grant shall be applied in accordance with the provisions of the Fourth Schedule to this Act.

54 & 55 Vict., c. 56.

(2.) In any school receiving aid from the school grant (and not being an evening school), where the average rate (as determined by the Commissioners) of fees received during the year one thousand eight hundred and ninety-one was not in excess of six shillings a year for each child of the number of children in average attendance at the school, no school fee shall be charged after the first day of October one thousand eight hundred and ninety-two for any child.

(3.) In any school receiving aid from the school grant (and not being an evening school), where the said average rate was so in excess, the fees to be charged shall not be such as to make the average rate of fees for all children in average attendance at the school exceed for any year the amount of the said excess.

(4.) After the passing of this Act the scale of school fees in any school receiving aid from the school grant shall not be altered or fixed except with the approval of the Commissioners.

(5.) For the purposes of this section and of the schedule to this Act the expression "child" shall mean a child over three and under fifteen years of age.

Supplemental.

Extent of Act

19. This Act shall extend to Ireland only.

Short title.

20. This Act may be cited as the Irish Education Act, 1892.

SCHEDULES.

First Schedule.

Section 1.

(1.) The number of attendances for the purposes of the first section of this Act shall be seventy-five complete attendances in each half-year ending respectively the thirtieth day of June and the thirty-first day of December at any national or other efficient school.

Second Schedule.

Sections 1, 2

(2.) A certificate of proficiency for the purposes of this Act shall be a certificate issued by the principal teacher of the school which the child has last attended of such proficiency in reading, writing, and elementary arithmetic as is now prescribed for the fourth class in the programme of instruction of the Commissioners, or such higher proficiency as may hereafter be prescribed by them.

Third Schedule.

Section

The members of a school attendance committee shall continue in office for three years from the date of their appointment.

The quorum of the committee shall be three.

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Section 18.

FOURTH SCHEDULE.

Provisions as to Application of Grant for Elementary Schools.

The school grant shall be applied by the Commissioners in accordance with regulations to be made by them with the concurrence of the Treasury, as follows:—

First.—In augmenting by twenty per centum the existing rate of class salaries of teachers and of salaries of assistant teachers, and by three shillings and sixpence the capitation grant to schools receiving such grants and not having teachers paid by class salaries.

Secondly.—In granting a bonus of nine pounds to each male, and seven pounds ten shillings to each female, assistant teacher of five years' standing who is classed higher than the third class.

Thirdly.—In awarding a third class salary to each teacher of a school having an average attendance of from twenty to thirty children.

Fourthly.—The residue shall be distributed as a capitation grant as nearly as possible in proportion to the average number of children daily attending the several schools in aid of which salaries or other money payments are paid by the Commissioners.

(2.) ACT (56 & 57 Vict., c. 41) to AMEND SECTION 17 of the IRISH EDUCATION ACT, 1892, for the COMPULSORY ACQUISITION of LAND for SITES for SCHOOLHOUSES or TEACHERS RESIDENCES.

CHAPTER 41.

A.D. 1893.

An Act to amend the Irish Education Act, 1892.

[12th September, 1893.]

Be it enacted by the Queen's most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same as follows:

Amendment of 55 & 56 Vict. c. 42, s. 17, as to taking of land.

1.—(1.) The advertisements required for the purposes of section seventeen of the Irish Education Act, 1892 (hereinafter called "the principal Act"), may be published in any three consecutive weeks in any year, and the notices required for the like purpose may be served after the expiration of one month from the date of the last publications of any such advertisement.

(2.) If within one month after the making of a provisional order under the said section a petition against the order is presented to the Local Government Board for Ireland by an owner, lessee, or occupier of land proposed to be taken compulsorily, then the order shall be of no force unless and until it is confirmed by the Lord Lieutenant by Order in Council in manner provided by section twelve of the Labourers (Ireland) Act, 1885, and the provisions of that section relative to the procedure for the confirmation of provisional orders shall thereupon apply to any provisional order made under the said section seventeen as if they were herein re-enacted, and in terms made applicable to the

48 & 49 Vict., c. 77.

trustees therein mentioned instead of to the sanitary authority; but if no such petition is presented then the order shall come into force at the expiration of one month from the publication thereof.

(3.) Paragraph (*b*) of subsection two of section seventeen of the principal Act is hereby repealed.

(4.) Section eleven of the Railways Act (Ireland), 1851, shall apply to plans and documents required to be deposited under the principal Act. 14 & 15 Vict., c. 70.

2. The expression "the Commissioners" in the principal Act means the Commissioners of National Education. Meaning of Commissioners.

3. This Act may be cited as the Irish Education Act, 1893, and shall be construed as one with the principal Act, and the principal Act and this Act may be cited together as the Irish Education Acts, 1892 and 1893. Short Title.

(3.)—RULES for ADMINISTERING the PARLIAMENTARY SCHOOL GRANT under the 18th Section and Fourth Schedule of the IRISH EDUCATION ACT, 1892 (55 & 56 Vic., Ch. 42).

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1. The administration of the *School Grant* under the Irish Education Act commences from the 1st April, 1892. Rules for Administering School Grant.

2. For the purpose of determining whether school-fees shall be abolished in any school, or whether, on the other hand, an average excess fee may be charged, the Fifth Clause of Section 18 shall be applied. The average rate for the year 1891 shall be computed by dividing the school-fees received during that year from pupils of over three and under fifteen years of age, by the average daily attendance for that year of pupils within those ages.

3. In schools where the average rate of school-fees received from children of over three and under fifteen years of age, *during the year* 1891, was not in excess of six shillings for each child of the number of such children in average attendance, no school-fees shall be charged to any such child after the 1st October, 1892.

4. In schools where the average rate of school-fees, *during the year* 1891, was in excess of six shillings for each child of the number of children within the above-mentioned limits of age, in average daily attendance at the schools, fees may be charged to such children; but so that they shall not be of such amount as to make the average rate of fees, for all such children in average daily attendance, exceed for any year the amount of the said excess.

5. School-fees may be charged in all schools receiving the school grant to pupils of fifteen years of age and above, also to all pupils for "Extra" Branches or "Optional" Branches taught outside the ordinary school hours; and none of the provisions of these rules shall apply to fees charged to such pupils, or for such subjects taught out of school hours.

6. All schools brought into connexion as National Schools on or after the 1st January, 1892, shall, if receiving the school grant, be free of school-fees for pupils over three and under fifteen years of age, from 1st October, 1892.

Appendix B.

7. Evening schools are excluded from benefit of the school grant.

8. Subject to the approval of the Treasury, payments shall be made in accordance with the existing Rules and Regulations of the Commissioners in respect to average daily attendance of pupils, as provided in the First Clause of the Fourth Schedule, viz. : (*a*) in augmenting by 20 per centum the existing rate of class salaries of teachers and of salaries of assistant teachers, and (*b*) in augmenting by Three Shillings and Six Pence the Capitation Grant to schools receiving such grants and not having teachers paid by class salaries; the latter augmentation to be an augmentation of the existing Capitation Grants as now computed under the existing Rules of the Commissioners in respect to average daily attendance.

9. The bonuses for assistants under the Second clause of the Fourth Schedule are to be annually granted to all assistants of five years standing or over who are classed higher than third class. The average daily attendance in respect to this clause to be computed on the basis defined in the foregoing Rule 8.

10 (*a.*) Schools hitherto aided under the system of Modified Grants, that have an average daily attendance of twenty and under thirty pupils over three and under fifteen years of age, shall, from the 1st April, 1892, cease to be recognised under that system ; and shall from that date be recognised and aided as schools coming under the benefit of the Third clause of the Fourth Schedule.

(*b.*) In awarding third class salary the average attendance under this clause is to be computed on pupils of over three and under fifteen years of age.

(*c.*) Where the average attendance of children of over three and under fifteen years of age is under twenty, the school can only receive a Modified Grant, to be computed according to the existing Rules as to average attendance.

(*d.*) Should any school, recognised as a Modified Grant School, have an average daily attendance of twenty and under thirty pupils of three and under fifteen years of age for any quarter, such school shall for that quarter come under the privilege of Rule 172c, the words "thirty pupils or above" being read as—"twenty pupils or above." (See Rule quoted below).

11 (*a.*) The payment of the Residue under the Fourth Clause of the Fourth Schedule is to be made on the average daily attendance, computed on attendances of pupils over three and under fifteen years of age.

(*b.*) The Unit of Distribution of the Residue shall be found by dividing the estimated Residue as nearly as possible by the aggregate average daily attendance for the calendar year last ended of pupils over three and under fifteen at schools receiving the School Grant. Fractions of a penny to be omitted.

12. Payments under the several sections of the Fourth Schedule shall be made quarterly, and the first payments shall be made for the quarter ended June, 1892.

13. The quarterly payments shall be made in the same manner in which the existing quarterly salaries, and quarterly Capitation Grants, are paid.

14. The average daily attendance at the schools receiving the school grant shall, for the purposes of the grant, be the average daily attendance for the quarters to which the payments respectively relate.

15. As a rule, if an incoming Teacher is not granted salary from the first recognised school day of a month, he cannot claim payment out of

the residue for that month; and, similarly, if a Teacher is not granted salary up to the last recognised school day of a month, he cannot claim payment for that month, the rule being similar to that adopted in the case of payment of Results Fees, and payment of Customs and Excise Grant.

16. In schools where Assistant Teachers received any share of the school-fees up to the time of the passing of the Act, the residual Capitation Grant under the Fourth Clause of the Fourth Schedule shall, in each case, be allocated among the teachers in the same manner and proportion in which the school-fees were allocated under the existing agreements between the Managers and Teachers of the several schools.

After the passing of the Act, *and subject to all existing agreements*, the distribution of the residual Capitation Grant between the Principal and Assistant Teachers may be regulated by agreement between the Managers and Teachers of the several schools; in the absence of such agreement, and in all schools in which there is but one Teacher, the said grant shall be payable to the Principal or sole Teachers only. All agreements regulating the distribution of the said grant shall be subject to the approval of the Commissioners.

17. In the case of Model School Teachers the following regulations are to apply:—

(*a.*) The twenty per cent. increase under the First Clause of the Fourth Schedule shall be computed on the class-salary portion of the salaries of Principals and Assistants respectively.

(*b.*) The Bonuses, under the Second Clause of the Fourth Schedule, shall be annually granted to all Assistants of five years' service and over.

(*c.*) The general Rules determining the average rate of excess-fee, if any, shall be applied in the case of Model Schools.

(*d.*) The school fees of Model Schools are to be redistributed, on a basis to be specially determined by the Commissioners.

(*e.*) New agreements, consistent with the provisions of the Act, are to be entered into between the Commissioners and the Teachers of Model Schools, with due regard to the Teachers' right to three months' notice.

18. The provisions of Rules 165C and E; 166; 167A and C; 170; and 172D, shall apply, *mutatis mutandus*, to all payments made under the Act out of the school grant. (See Rules quoted below).

19. Subject to the sanction of the Lords of Her Majesty's Treasury, the condition of local aid for payment of contingent results fees shall be abolished from the 1st October, 1892, in respect to all results examinations for periods ending on and after the 31st October, 1892, the school-fees being practically abolished from that date.

20. Separate accounts are to be kept of the several classes of payments made out of the school grant.

RULES referred to at Section 19 above.

(Grants made according to the average daily attendance.)

Rule 165 (*c.*) When the average attendance exceeds an integer by a fraction, the latter will count as a unit. Thus 29·1 will count as 30.

Rule 165 (*e.*)—The number of pupils present must be recorded every day, in the Roll Book and Report Book, but when, owing to severity of

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weather or other exceptional cause, the number of pupils in attendance on any day or days is under one-half of the average attendance for the month in which the day or days occur, the attendance of such day or days may be excluded from the calculation of the average. The cause of such exclusion in each case should be recorded in the Daily Report Book.

Rule 166. No action will be taken consequent on a reduction of the average attendance below 30, unless such reduction shall have appeared in two consecutive quarters, after which no salary will be payable unless the school comes under the provisions of Rule 167.

Rule 167. (*a.*) Should the average attendance at a school, the teacher of which received class salary, fall below 30 for two consecutive quarters, and should there appear to be good grounds for believing that such reduction of the average attendance below 30 was due to temporary causes, such as prevalence of epidemics, exceptional severity of weather, &c., reasonable time will be allowed for the re-establishment of the normal average, and during this period of indulgence the school will not be struck off the roll, or the salary reduced.

Rule 167 (*c.*) In Convent and Monastery National Schools paid by merit capitation grant, should the attendance be reduced in any quarter, owing to epidemic or other exceptional cause, the merit capitation grant for such quarter will be calculated on the average attendance for the quarter preceding that in which the exceptional cause began to operate.

Rule 170 (*a.*) In cases where schools having the services of Assistants or Workmistresses, fail to command the requisite average attendance, managers must be prepared for the withdrawal of salary at the close of the second consecutive quarter in which the falling off appears, unless (*b*) there is satisfactory evidence that the reduction of the average attendance is due to temporary and exceptional causes, in which case salary may be continued.

Modification of Aid.

Rule 172 (c.) When a school aided under this Rule attains to an average attendance of 30 pupils or above in any quarter, salary to Teacher may be paid as in ordinary schools for such quarter only.

Rule 172 (*d.*) Should the attendance be reduced in any quarter, owing to epidemic or other exceptional cause, the capitation allowance for such quarter will be calculated on the average attendance for the quarter preceding that in which the exceptional cause began to operate.

By Order,

J. C. Taylor,
W. R. Molloy, } Secretaries.

(4.) RETURN, showing the Population (Census 1891) and the Religious Profession of the Inhabitants of the 118 Boroughs, Towns, and Townships to which Compulsory Education Clauses of the Irish Education Act, 1892, apply. *Appendix B.*

CITY, TOWN, &c.	Total Population.	Roman Catholics.	PROTESTANTS.				
			Total Protestants.	E.C.	Pres.	Meth.	Others,
*†Antrim,	1,385	271	1,114	498	492	82	42
Ardee,	2,067	1,940	127	123	3	1	—
†Arklow,	4,172	3,345	827	727	18	82	—
†Armagh,	7,438	3,828	3,610	2,285	930	296	99
*†Athlone,	6,742	5,231	1,511	1,220	146	107	38
Athy,	4,886	4,565	321	221	44	42	14
*†Aughnacloy	1,110	467	643	430	183	21	9
*†Bagnalstown,	1,920	1,702	218	186	13	6	13
†Balbriggan,	2,273	1,985	288	267	5	3	13
Ballina,	4,846	4,323	523	260	186	67	10
†Ballinasloe,	4,642	4,154	488	378	74	33	3
Ballybay,	1,378	876	502	249	215	23	15
*†Ballymena,	8,655	1,592	7,063	1,715	4,730	127	491
*†Ballymoney,	2,975	710	2,265	673	1,469	26	97
†Ballyshannon,	2,471	1,937	534	390	101	42	1
†Banbridge,	4,901	1,115	3,786	1,934	1,434	124	294
Bandon,	3,488	2,569	919	679	52	151	37
*†Bangor,	3,834	277	3,557	1,151	2,054	245	107
*†Belfast,	255,950	67,378	188,572	75,522	87,234	13,747	12,069
*†Belturbet,	1,675	1,162	513	439	42	30	2
*†Blackrock,	8,401	5,383	3,018	2,427	118	129	344
†Boyle,	2,464	2,125	339	217	92	18	12
†Bray,	6,888	5,059	1,829	1,464	203	76	86
*†Callan,	1,973	1,938	35	34	—	—	1
Carlow,	6,619	5,745	874	739	47	64	24
*†Carrickfergus,	8,923	822	8,101	1,781	4,761	404	1,155
*†Carrickmacross,	1,779	1,609	170	133	24	11	2
†Carrick-on-Suir,	5,608	5,529	79	65	3	1	10
Cashel,	3,216	3,100	116	113	1	1	1
Castlebar,	3,558	3,231	327	265	27	34	1
*†Castleblaney,	1,721	1,170	551	240	269	32	10
*†Cavan,	2,968	2,293	675	580	59	26	10
*†Clonakilty,	3,221	2,776	445	294	21	121	9
†Clones,	2,032	1,159	873	604	134	117	18
†Clonmel,	8,480	7,485	995	788	92	66	49
†Clontarf,	5,104	2,835	2,269	1,631	282	214	142
*†Coleraine,	6,845	1,295	5,550	2,321	2,635	195	399
*†Cookstown,	3,841	1,602	2,239	1,099	985	81	74

*In the 45 cases marked thus (*) the School Attendance Committees have appointed Officers.

†In the 88 cases marked thus (†) School Attendance Committees have been appointed.

Appendix B. (4.) RETURN, showing the Population (Census 1891), &c.—*continued.*

City, Town, &c.	Total Population.	Roman Catholics.	Protestants.				
			Total Protestants.	E.C.	Pres.	Meth.	Others.
*†Cootehill,	1,593	1,171	422	264	92	56	10
Cork,	75,345	64,561	10,784	8,620	749	867	548
*†Dalkey,	3,197	2,235	962	795	32	83	52
*†Downpatrick,	3,132	1,512	1,620	996	389	60	175
Drogheda,	11,873	10,966	907	653	126	114	14
*†Dromore,	2,359	450	1,909	935	603	137	234
†Drumcondra, Clonliffe, and Glasnevin.	7,624	5,513	2,111	1,509	252	167	183
Dublin City,	245,001	201,418	43,583	35,125	3,492	1,708	3,258
Dundalk,	12,449	10,307	2,142	1,582	403	101	56
*†Dungannon,	3,812	1,988	1,824	1,146	514	108	56
Dungarvan,	5,263	5,141	122	86	2	33	1
†Ennis,	5,460	5,127	333	294	26	8	5
†Enniscorthy,	5,648	5,123	525	440	40	39	6
*†Enniskillen,	5,570	3,045	2,525	2,044	156	283	42
Fermoy,	6,469	4,821	1,648	1,379	173	82	14
*†Fethard,	1,607	1,531	76	75	1	—	—
†Galway,	13,800	12,374	1,426	980	267	118	61
*†Gilford,	1,276	489	787	491	270	20	3
†Gorey,	2,213	1,794	419	393	6	18	2
Granard,	1,834	1,730	104	103	1	—	—
†Holywood,	3,389	538	2,851	1,142	1,202	134	373
†Keady,	1,426	998	428	213	206	1	8
†Kells,	2,427	2,213	214	179	31	1	3
Kilkenny,	11,048	9,896	1,152	1,032	49	50	21
Killarney,	5,510	5,288	222	196	11	13	2
†Killiney and Ballybrack,	2,649	1,825	824	760	16	1	47
Kilrush,	4,095	3,901	194	162	4	26	2
†Kingstown,	17,352	11,749	5,603	4,938	272	135	258
†Kinsale,	4,605	3,483	1,122	826	51	109	136
*†Larne,	4,217	1,219	2,998	528	1,914	153	403
†Letterkenny,	2,320	1,632	688	427	213	7	41
†Limavady,	2,796	982	1,814	872	814	49	79
Limerick,	37,155	32,894	4,261	3,294	315	331	321
*†Lisburn,	12,250	2,657	9,593	5,991	2,771	408	423
Lismore,	1,632	1,438	194	165	24	3	2
†Listowel,	3,566	3,428	138	124	11	3	—
*†Londonderry,	33,200	18,340	14,860	6,624	7,045	508	683
*†Longford,	3,827	3,142	685	562	67	52	4
†Loughrea,	2,815	2,743	72	67	—	5	—
*†Lurgan,	11,429	3,895	7,534	4,846	1,704	684	300
*†Mallow,	4,366	3,974	392	344	27	13	8

* See foot-note to page 15.
† See foot-note to page 15.

(4.) RETURN, showing the Population (Census 1891), &c.—*continued.* *Appendix B.*

CITY, TOWN, &c.	Total Population.	Roman Catholics.	PROTESTANTS.				
			Total Protestants.	E.C.	Pres.	Meth.	Others
†Maryborough,	2,809	2,377	432	352	12	65	3
Midleton,	3,246	3,062	184	164	9	2	9
Monaghan,	2,938	2,000	938	556	331	34	17
†Mountmellick,	2,623	2,160	463	293	43	65	62
Mullingar,	5,323	4,423	900	778	45	69	8
†Naas,	3,735	3,295	440	384	41	4	11
*†Navan,	3,963	3,652	311	286	13	3	9
Nenagh,	4,722	4,401	321	295	12	5	9
†Newbridge,	3,207	1,948	1,259	804	402	26	27
†New Kilmainham,	6,519	4,404	2,115	1,875	46	145	49
†New Ross,	5,847	5,525	322	269	3	28	22
*†Newry,	12,961	8 815	4,146	2,144	1,480	204	318
*†Newtownards,	9,197	905	8,292	1,956	5,243	865	228
†Omagh,	4,039	2,356	1,683	922	561	160	40
†Parsonstown,	4,313	3,526	787	638	76	60	13
†Pembroke Township,	24,269	14,515	9,754	7,478	1,229	488	559
†Portadown,	8,430	1,989	6,441	4,025	1,170	1,106	140
*†Portrush,	1,655	184	1,471	772	530	130	39
*†Queenstown,	9,082	7,238	1,844	1,488	118	99	139
†Rathkeale,	2,073	1,957	116	83	10	22	1
†Rathmines and Rathgar,	27,796	13,884	13,912	10,758	1,081	801	1,272
*†Roscommon,	1,994	1,805	189	152	17	12	8
*†Skibbereen,	3,269	2,795	474	268	17	176	13
Sligo,	10,274	8,293	1,981	1,299	270	215	197
*†Strabane,	5,013	3,514	1,499	733	682	69	15
*†Tandragee,	1,444	412	1,032	635	241	101	55
†Templemore,	2,433	2,033	400	360	15	23	2
†Thurles,	4,511	4,392	119	108	1	9	1
†Tipperary,	6,391	5,654	737	662	42	24	9
*†Tralee,	9,318	8,338	980	784	43	112	36
*†Trim,	1,531	1,424	107	88	2	14	3
Tuam,	3,012	2,844	168	164	1	—	3
*†Tullamore,	4,522	4,006	516	389	19	102	6
*†Warrenpoint,	1,970	1,059	911	568	227	79	37
Waterford,	20,852	18,810	2,042	1,402	185	193	262
Westport,	4,070	3,705	365	279	42	29	15
Wexford,	11,545	10,807	738	579	11	114	34
†Wicklow,	3,273	2,627	646	545	23	66	12
Youghal,	4,317	3,881	436	355	5	60	16
Totals,	1,246,534	801,129	445,405	241,037	147,822	29,312	27,234

* See foot-note on page 15.
† See foot-note on page 15.

(5.) List of Schools having an Authorized Average Excess Fee from Pupils. See Section 18, Sub-section (3), Education Act, 1892.
For Year 1891.

District.	Parish.	County.	Roll Number.	School.	Average Daily Attendance of Children over 3 and under 15 years of Age. (1891).	Amount of School Fees received in Cash from Children over 3 and under 15 years of Age. (1891).	Average Rate of School Fees received in Cash from Pupils. (1891).	Average Fee per unit in Average Daily Attendance authorized per Act, 1892. (56 & 56 Vic., cap. 42.)
						£ s. d.	s. d.	s. d.
4	Ahogill,	Antrim,	5621	Ballymena Model, m.	104·83	75 12 11	14 5	8 5
„	„	„	5622	„ f.	66·3	42 6 11	12 9½	6 9½
„	„	„	5623	„ i.	82·6	44 2 6	10 8	4 8
8A	Antrim,	„	4671	Bruce Memorial,	70·7	25 9 2	7 2½	1 2½
„	„	„	13986	Antrim, Church-street,	41·8	13 15 2	6 6½	0 6½
„	Ballycor,	„	1992	Ballyeaston, m.	49·	15 16 6	6 5½	0 5½
„	Ballyglunny,	„	2218	Carntall,	23·9	10 8 6	8 8½	2 8½
„	„	„	2593	Lisnalinchy,	51·6	16 17 6	6 6½	0 6½
„	„	„	9063	Mossley,	152·6	101 19 4½	13 4½	7 4½
3	Ballymoney,	„	6737	Ballymoney Minor Model, m.	75·9	45 3 4	11 10½	5 10½
„	„	„	6738	„ „ f.	68·1	38 6 4	11 3	5 3

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(5.) List of Schools having an Authorized Excess Fee from Pupils for year 1891—*continued.*

District.	Parish.	County.	Roll Number.	School.	Average Daily Attendance of Children over 3 and under 15 years of Age. (1891).	Amount of School Fees received in Cash from Children over 3 and under 15 years of Age. (1891). £ s. d.	Average Rate of School Fees received in Cash from Pupils. (1891). s. d.	Average Fee per unit in Average Daily Attendance authorized per Act, 1892. (55 & 56 Vic., cap 42). s. d.
9	Drumbeg,	Antrim,	47	Dunmurray, m.	50·5	15 12 6½	6 2¼	0 2¼
„	„	„	4714	„ f.	58·5	17 17 3	6 1½	0 1½
4	Drumdermot Grange,	„	12761	Frosses,	63·3	22 4 6	7 0½	1 0½
8A	Glynn,	„	81	Blackhill,	50·6	15 15 8	6 2¾	0 2¾
„	Inver,	„	56	Ballysnodd,	50·5	15 4 10	6 0½	0 0½
„	Island Magee,	„	7845	Lower Kilcoan, f.	36·8	12 3 4	6 7¼	0 7¼
3	Killaghan,	„	6219	Drumadoon,	53·5	18 2 4	6 9	0 9
8A	Killead,	„	62	Straidhaven,	42·4	14 13 7	6 10¾	0 10¾
„	„	„	6953	Mount Cottage,	37·5	11 11 0	6 1¾	0 1¾
8	„	„	11239	Ballyhill,	45·1	14 1 5½	6 2¾	0 2¾
8A	„	„	12107	Killead,	43·9	14 1 6	6 4¾	0 4¾
8	Lambeg,	„	11305	Hilden,	210·7	65 16 1	6 2[illegible]	0 2¾
8A	Larne,	„	2454	Larne, m.	50·1	18 16 4	7 6	1 6
„	„	„	2455	„ f.	49·	22 10 10	9 2¼	3 2¼
3	Loughguile,	„	77	Carrowerin,	28·4	8 15 6	6 [illegible]	0 2

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Appendix B.

(5.) List of Schools having an Authorized Average Excess Fee from Pupils for Year 1891—*continued.*

District.	Parish.	County.	Roll Number.	School.	Average Daily attendance of Children over 3 and under 15 years of age. (1891).	Amount of School Fees received in Cash from Children over 3 and under 15 years of Age. (1891).	Average Rate of School Fees received in Cash from Pupils. (1891).	Average Fee per unit in Average Daily Attendance authorized per Act, 1892. (55 & 56 Vic., cap. 42.)
						£ s. d.	s. d.	s. d.
8	Shankill,	Antrim,	8804	Wolfhill Mill,	111·1	40 11 6½	7 3½	1 3½
"	"	"	8895	Duncairn, m.	50·6	18 1 5½	7 1½	1 1½
"	"	"	8896	" f.	60·7	24 6 7	8 0	2 0
"	"	"	9018	Hemsworth-street,	99·8	37 16 1½	7 6¾	1 6¾
9	"	"	12296	Linfield,	135·1	68 2 1½	10 0¼	4 0¼
8	"	"	9479	The Charters,	161·2	56 13 10½	6 10¾	0 10¾
9A	"	"	9776	St. George's,	127·8	46 17 1½	7 3¾	1 3¾
"	"	"	10278	Porter's, m.	79·9	24 7 7	6 1	0 1
8	"	"	9791	Trinity Church,	69·8	34 0 3	9 8¾	3 8¾
9	"	"	10543	Roseland,	66·9	30 11 9	9 1½	3 1½
"	"	"	9974	Northumberland-street, m.	75·8	33 10 1	8 10	2 10
"	"	"	9975	" " f.	76·	30 6 1	7 11½	1 11½
8	"	"	10030	Clifton-street,	121·9	38 17 3	6 4½	0 4½
"	"	"	10072	Crumlin-road, m.	122·6	80 3 0½	13 0¾	7 0¼
9	"	"	10142	Montgomery,	196·	60 1 9½	6 1½	0 1½

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(5.) LIST of SCHOOLS having an AUTHORIZED AVERAGE EXCESS FEE from PUPILS for Year 1891—*continued.*

District.	Parish.	County.	Roll Number.	School.	Average Daily Attendance of Children over 3 and under 15 years of age. (1891).	Amount of School Fees received in Cash from Children over 3 and under 15 years of Age. (1891). £ s. d.	Average Rate of School Fees received in Cash from Pupils. (1891). s. d.	Average Fee per unit in Average Daily Attendance authorized per Act, 1892. (55 & 56 Vic., cap. 42.) s. d.
9	Shankill,	Antrim,	12708	Ormeau-road,	167·4	67 1 7	8 0	2 0
8	"	"	12758	Snugville,	145·3	48 4 11	6 7½	0 7½
"	"	"	12838	Edenderry, m.	125·4	85 19 4	13 8½	7 8½
9	"	"	12982	Fountainville,	80·7	41 4 0½	10 2½	4 2½
"	"	"	13253	M'Clure-street,	144	64 15 2	8 11¾	2 11¾
8	"	"	13275	Finistown,	60·7	24 9 7½	8 0¾	2 0¾
9A	"	"	13329	Agnes-street,	78·7	33 6 1	8 5½	2 5½
8	"	"	14017	Duncairn Gardens,	322·2	103 9 10½	6 5	0 5
"	"	"	14018	York-street,	184·6	93 15 2	10 1¾	4 1¾
"	"	"	8585	Old Lodge Road,	41·2	20 12 9½	10 0	4 0
9	"	"	14092	Magdalene,	130·4	60 1 10	9 2½	3 2½
8A	Templeconan,	"	6081	Ballycarry,	43·8	13 13 0	6 2¾	0 2¾
"	"	"	7945	Bella Hill, No. 2,	43·	14 13 0½	6 9¾	0 9¾
"	Templepatrick,	"	93	Lyle Hill,	47·8	21 3 4	8 10¼	2 10¼
8	"	"	95	Ballyntoag,	45·4	21 5 5	9 4½	3 4½

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8A	"	"	"	96	Molusk,		m.	53·5	19	6	0	7	2¾	1	2¼
"	"	"	"	2507	Rickamore,			29·2	11	2	3	7	7¼	1	7¼
"	"	"	"	9618	Templepatrick,			56·8	20	11	8	7	2¾	1	2¾
"	Tickmacrevin,	"	"	4369	Glenarm,		f.	35·2	11	8	11½	6	6	0	6
9A	Tullyrush,	"	"	5302	Dundrod,			44·5	16	11	10	7	5¼	1	5¼
16	Armagh,	Armagh,	"	4317	Grangemore,			32·1	11	16	6	7	4¼	1	4¼
"	"	"	"	11671	Gosford-place,			46·	14	17	0	6	5¼	0	5¼
"	"	"	"	9083	Abbey-street,			75·9	27	8	3	7	2¾	1	2¾
"	"	"	"	11491	College-street,			48·7	34	16	2	14	3¾	8	3¾
"	"	"	"	10873	Mall,		f.	65·2	32	4	9	9	10½	3	10½
"	"	"	"	10939	"		m.	48·5	24	17	10	10	3	4	3
"	Ballymore,	"	"	8403	Tandaragee,		m.	66·4	24	5	2	7	3¾	1	3¾
11	Drumcree,	"	"	8344	Portadown,		mixed	105·6	40	4	5¾	7	7¼	1	7¼
"	"	"	"	8935	Thomas-street,			68·4	23	13	5	6	11	0	11
"	"	"	"	12441	Portadown Convent,			45·	16	18	1	7	6	1	6
"	"	"	"	13516	Academy,			109·5	44	19	4	8	2½	2	2½
19	Killevy,	"	"	13922	Magherahely,		m.	72·	30	6	7	8	5	2	5
16	Kilmore,	"	"	121	Ballinahinch,			63·	21	2	6	6	8¼	0	8¼
"	Keady,	"	"	2868	Keady,		f.	39·4	13	2	2	6	7¼	0	7¼
"	"	"	"	11886	Granemore,		f.	32·5	11	9	0	7	0½	1	0½
"	N. T. Hamilton,	"	"	3093	Cortamlet,			76·7	27	17	6	7	3	1	3
"	"	"	"	6160	Skariff,			32·5	10	2	2	6	2½	0	2½
19	Newry,	"	"	5624	Newry Model,		m.	99·9	88	2	9	17	7½	11	7½
"	"	"	"	5625	" "		f.	68·5	61	12	4	17	11½	11	11½

Appendix B.

(5.) List of Schools having an Authorized Average Excess Fee from Pupils for Year 1891.—*continued.*

District.	Parish.	County.	Roll Number.	School.	Average Daily Attendance of Children over 3 and under 15 years of Age. (1891).	Amount of School Fees received in Cash from Children over 3 and under 15 years of Age. (1891).	Average Rate of School Fees received in Cash from Pupils. (1891).	Average Fee per unit in Average Daily Attendance authorized per Act, 1892. (55 & 56 Vic., cap. 42.)
						£ s. d.	s. d.	s. d.
19	Newry,	Armagh,	5626	Newry Model, . . . i.	66·5	38 18 3	11 8¼	5 8¼
11	Shankill,	„	8286	Lurgan, . . . m.	55·8	18 4 6	6 6¼	0 6¼
„	„		8540	„ Model, . . . m.	131·0	61 14 3	9 5	3 5
„	„	„	8541	„ „ . . . f.	73·	42 3 6	11 6½	5 6½
„	„	„	8542	„ „ . . . i.	94·3	49 1 11	10 4¾	4 4¾
„	Seagoe,	„	13490	Edenderry, ...	277·6	129 11 0	9 4	3 4
24	Bailieborough,	Cavan,	5627	Bailieborough Model, . . m.	31·3	17 3 11	10 11¾	4 11¾
„	„	„	5628	„ „ . . f.	26·1	12 18 0	9 10½	3 10½
23	Crosserlough,	„	2744	Leharry, ...	37·	12 0 0	6 5¾	0 5¾
„	Drumlummon	„	12064	Cloncovid, ...	74·2	29 7 6	7 11	1 11
„	Denn,	„	11551	Crosskeys, . . . f.	43·1	14 18 0	6 10¾	0 10¾
24	Drumagower,	„	5232	Cootehill (2), ...	33·7	10 9 0	6 2½	0 2½
23	Drung,	„	5897	Drung, ...	38·8	12 0 0	6 2½	0 2½
31	Kildallen,	„	3547	Killygorman, . . . f.	28·3	10 10 6	7 5½	1 5½
24	Killinkere,	„	6857	Termon, ...	29·3	9 0 5	6 1¾	0 1¾

23	Killeshandra,	"	7538	Arva,			804	25	6	6	6	3¼	0	3¼
"	Urney,	"	11517	Cavan (1),			506	29	16	1	11	9¼	5	9¼
2	All Saints,	Donegal,	4143	Crossroads,			482	15	8	0	6	4½	0	4½
"	"	"	5579	N. T. Cunningham,			437	17	9	9	7	11¼	1	11¼
"	Burt,	"	9577	Carrowan,			304	9	8	3	6	0¾	0	0¾
1	Conwall,	"	1235	Letterkenny,		m.	629	20	15	11	6	7¼	0	7¼
"	"	"	2336	"		f.	85	11	13	3	6	0½	0	0½
"	"	"	8343	"		(2)	129·	56	5	10	8	8½	2	8½
2	Fahan Lower,	"	6285	Buncrana,			274	8	13	6	6	3¾	0	3¾
"	" Upper,	"	6066	Carnshannagh,			492	19	12	11	7	11¾	1	11¾
5	Kilbarron,	"	10633	Mullinashee,			298	9	19	0	6	8	0	8
2	Rossnowlagh,	"	5303	Balleighan Ord. Agl.,			515	15	17	3	6	1⅞	0	1⅞
"	Taughboyne,	"	7143	Monreagh,			45·	14	7	2	6	4½	0	4½
17	Ballee,	Down,	190	Ballee,			381	17	18	4	9	4⅜	3	4⅜
10	Ballymacarrett,	"	10867	Ballymacarrett-road,			3204	128	7	7	8	0	2	0
"	Bangor,	"	4344	Groomsport,			73·	22	9	6	6	1⅞	0	1⅞
"	"	"	6011	Bangor,		m.	412	17	15	11	8	7¼	2	7¼
"	"	"	5953	Ballysallagh,			489	16	10	6	6	9	0	9
"	"	"	6025	Ballymaconnell,			416	18	18	2	9	1	3	1
"	"	"	6061	Ballymullan,			59·	32	9	8½	11	0	5	0
"	"	"	11563	Ward,		m.	1024	57	2	3½	11	1⅞	5	1⅞
"	"	"	11564	"		f.	1192	4	2	6½	7	10⅝	1	10⅝
"	"	"	11644	Bangor, Main-street,		f.	79·	28	9	2	7	2¼	1	2¼
"	"	"	11823	" "		m.	805	29	14	10	7	4⅜	1	4⅜

(5.) List of Schools having an Authorized Average Excess Fee from Pupils for Year 1891—*continued.*

District.	Parish.	County.	Roll Number.	School.	Average Daily Attendance of Children over 3 and under 15 years of Age. (1891).	Amount of School Fees received in Cash from Children over 3 and under 15 years of Age. (1891).	Average Rate of School Fees received in Cash from Pupils. (1891).	Average Fee per unit in Average Daily Attendance authorized per Act, 1892. (55 & 56 Vic., cap. 42.)
						£ s. d.	s. d.	s. d.
10	Bangor,	Down,	5847	Portaferry, No. 2,	70·4	24 18 3	7 0¾	1 0¾
9	Blaris,	,,	10346	Largymore,	229·5	69 19 5	6 1	0 1
,,	,,	,,	11359	Maze,	49·5	22 13 4	9 1¾	3 1¾
,,	,,	,,	11436	Ravarnette,	46·2	15 15 6	6 9¾	0 9¾
,,	,,	,,	13462	Blaris,	46·6	19 19 8	8 6¾	2 6¾
9A	Comber,	,,	1581	Crossnacreevy,	32·4	10 9 0½	6 5½	0 5½
10	,,	,,	4684	Comber,	77·4	26 13 3	6 10½	0 10½
,,	,,	,,	6878	Ballystockart,	46·5	14 16 5	6 4½	0 4½
11	Dromore,	,,	8937	Dromore (3),	82·5	30 7 2	7 4½	1 4½
,,	,,	,,	3979	Ashfield,	33·	12 16 3	7 9	1 9
19	Drumgath,	,,	8484	Newry-street, Rathfriland,	82·	27 18 5	6 9½	0 9½
17	Drumgooland,	,,	7384	Leitrim,	32·8	10 11 6	6 5½	0 5½
9	Drumbo,	,,	212	Carryduff,	27·7	10 10 2	7 7	1 7
,,	,,	,,	2626	Leverogue.	33·	10 15 4	6 6½	0 6½
,,	,,	,,	4042	Purdysburn,	53·5	24 5 0	9 0¾	3 0¾

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(5.) List of Schools having an Authorized Average Excess Fee from Pupils for Year 1891—*continued.*

District.	Parish.	County.	Roll Number.	School.	Average Daily Attendance of Children over 3 and under 15 years of age. (1891).	Amount of School Fees received in Cash from Children over 3 and under 15 years of age. (1891).	Average Rate of School Fees received in Cash from Pupils. (1891).	Average Fee per unit in Average Daily Attendance authorized per Act, 1892. (55 & 56 Vic. cap. 42).
						£ s. d.	s. d.	s. d.
10	Innishargy,	Down,	253	Kircubbin,	87·	36 6 6	8 4	2 4
,,	Killinchy,	,,	2515	Tullycore,	60·8	18 15 3	6 2	0 2
17	Kilmogan,	,,	13894	Downshire,	82·2	27 12 0	6 8½	0 8½
,,	Killyleagh,	,,	234	Derryboy,	42·8	13 8 3	6 3	0 3
,,	,,	,,	2522	Ballytrim,	47·1	17 18 6½	7 7¼	1 7¼
,,	,,	,,	3745	Shrigley,	62·3	28 5 3	9 0¾	3 0¾
,,	,,	,,	4648	Irish-street (Killyleagh),	119·6	41 19 8	7 0	1 0
,,	,,	,,	12155	Tullyveery,	29·5	8 18 3	6 0½	0 0½
,,	,,	,,	235	Crossgar,	75·1	27 18 2½	7 5	1 5
,,	Kilmore,	,,	13610	Kilmore, No. 2,	30·1	9 3 9	6 1½	0 1½
9A	Knockbreda,	,,	2400	Tullycarnet,	64·9	30 0 6	9 3	3 3
10	,,	,,	2547	Mt. Pottinger, m.	232·7	133 7 8	11 5½	5 5½
,,	,,	,,	2548	,, f.	220·	101 17 5	9 3	3 3
,,	,,	,,	2288	New Road,	176·4	78 3 4	8 10¼	2 10¼
9	,,	,,	10002	Castlereagh,	42·7	12 18 5½	6 0½	0 0½

Appendix II

10	"	"	"	"	11785	Grovefield,	"	"	m.	127·	52	6	1	8	2	2	2	2	2
"	"	"	"	"	11786	"	"	"	f.	103·5	34	14	2	6	8	4	0	8	4
"	"	"	"	"	12311	Saunders-street,	"	"	"	153·	47	19	11	6	3	4	0	3	4
"	"	"	"	"	12582	Comber-street,	"	"	"	206·2	106	15	11½	10	4	4	4	4	4
"	"	"	"	"	12926	Westbourne, Mixed,	"	"	"	183·	76	17	2	8	4	4	2	4	3
"	"	"	"	"	13038	Frankfort-street,	"	"	"	209·8	82	1	5	7	9	3	1	9	3
"	"	"	"	"	12681	Willowfield,	"	"	"	182·9	62	10	0	6	10	0	0	10	0
"	"	"	"	"	12775	St. Jude's,	"	"	"	163·4	77	8	11	9	5	3	3	5	3
9	"	"	"	"	14090	Nettlefield,	"	"	m.	58·4	21	15	4	7	5	4	1	5	4
10	"	"	"	"	14091	"	"	"	"	61·1	21	12	1	7	0	3	1	0	3
"	"	"	"	"	6286	Carricknaveigh,	"	"	"	66·3	20	0	2	6	0	1	0	0	1
17	Killarney,	"	"	"	12726	Seaforde,	"	"	"	33·9	11	0	6	6	6	0	0	6	0
"	Loughinisland,	"	"	"	6312	Ballymaglave,	"	"	"	53·5	19	16	6	7	4	4	1	4	4
"	Magheradroll,	"	"	"	7179	Drumaness,	"	"	"	27·4	10	16	10	7	10	3	1	10	3
"	"	"	"	"	10119	Ballinahinch,	"	"	"	50·6	25	12	8	10	1	4	1	1	4
"	"	"	"	"	10793	Drumaness Mills,	"	"	"	81·7	31	5	1½	7	7	1	1	7	1
"	"	"	"	"	13674	Magheradroll,	"	"	"	28·4	11	0	7	7	9	1	1	9	1
19	Newry,	"	"	"	6642	Windsor Hill,	"	"	m.	48·8	19	16	9	8	1½	2	2	1½	2
"	"	"	"	"	6643	"	"	"	f.	60·2	23	19	6	7	11½	1	1	11½	1
10	Newtownards,	"	"	"	3079	Loughriscouse, No. 2,	"	"	"	33·0	12	7	0	7	5½	1	1	5½	1
"	"	"	"	"	3675	Loughries, No. 1,	"	"	"	64·77	20	19	4	6	5½	0	0	5½	0
"	"	"	"	"	7774	N. T. Ards District Model,	"	"	m.	81·16	58	3	1	14	3½	3	3	3½	3
"	"	"	"	"	7775	"	"	"	f.	67·5	47	9	0	14	0½	3	3	0½	3
"	"	"	"	"	7776	"	"	"	i.	65·4	36	19	11	11	3½	5	5	3½	5

(5.) List of Schools having an Authorized Average Excess Fee from Pupils for Year 1891—*continued.*

District.	Parish.	County.	Roll Number.	School.	Average Daily Attendance of Children over 3 and under 15 years of Age. (1891).	Amount of School Fees received in Cash from Children over 3 and under 15 years of age. (1891),	Average Rate of School Fees received in Cash from Pupils. (1891).	Average Fee per unit in Average Daily Attendance authorized per Act, 1892. (55 & 56 Vic., cap. 42).
						£ s. d.	s. d.	s. d.
10	Newtownards,	Down,	12699	Drumhirk,	72·2	23 6 2	6 5½	0 5½
9A	Newtownbreda,	,,	9726	Rosetta,	140·1	106 17 5	15 3	9 3
11	Seapatrick,	,,	4595	Banbridge, No. 2, f.	40·6	13 4 2	6 6	0 6
,,	,,	,,	8145	Scarva-street,	67·	26 7 0	7 10½	1 10½
,,	,,	,,	11138	Church-street,	51·1	17 14 1	6 11	0 11
10	St. Andrew's,	,,	2513	Ballyesborough,	97·6	35 4 2	7 2½	1 2½
,,	,,	,,	13596	Victoria, Ballyhalbert,	86·4	26 17 11½	6 2½	0 2½
17	Saintfield,	,,	5813	Saintfield,	47·5	20 18 10	8 9½	2 9½
,,	,,	,,	7487	Boardmills,	46·5	16 11 0	7 1½	1 1½
11	Tullylish,	,,	4812	Gilford Mill, f.	54·	17 16 10	6 7½	0 7½
10	Whitechurch,	,,	10408	Ballywalter Park,	81·	31 3 11	7 8¼	1 8¼
13	Enniskillen,	Fermanagh,	9071	Enniskillen Model, m.	56·8	63 16 10	22 5½	16 5½
,,	,,	,,	9072	,, ,, f.	44·7	47 8 9	21 2½	15 2½
,,	,,	,,	9073	,, ,, i.	54·6	49 1 11	17 11½	11 11½
,,	,,	,,	13401	Enniskillen Convent,	163·0	56 18 4	6 11½	0 11½

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(5.) List of Schools having an Authorized Average Excess Fee from Pupils for Year 1891—*continued.*

District.	Parish.	County.	Roll Number.	School.	Average Daily Attendance of Children over 3 and under 15 years of Age. (1891).	Amount of School Fees received in Cash from Children over 3 and under 15 years of Age. (1891).	Average Rate of School fees received in Cash from Pupils. (1891).	Average Fee per unit in Average Daily Attendance authorized per Act, 1892, (55 & 56 Vic., cap. 42).
						£ s. d.	s. d.	s. d.
18	Clones,	Monaghan,	8306	Clones Parochial,	81·4	30 15 6	7 6½	1 6½
„	Monaghan,	„	7751	Monaghan Model, m.	48·5	25 4 9	10 4¾	4 4¾
„	„	„	7752	„ „ f.	60·4	35 15 9	11 10	5 10
„	„	„	7854	„ „ i.	86·1	34 12 10	8 0½	2 0½
„	Muckno,	„	365	Carrickaslane,	28·3	8 16 9	6 2¾	0 2¾
6	Ardstraw,	Tyrone,	7758	Newtown Stewart Model, m.	38·9	24 7 4	12 6½	6 6½
„	„	„	7759	„ „ f.	35·2	18 4 6	10 4½	4 4½
„	„	„	8694	„ „ i.	55·9	25 0 7	8 11½	2 11½
„	„	„	12069	Liscreevaghan,	35·	11 3 1	6 4½	0 4½
„	Bodoney Lower,	„	7184	Gortin, m.	35·5	10 19 10	6 2¾	0 2¾
„	Camus,	„	8543	Strabane Parochial, m.	36·6	11 18 0	6 6½	0 6½
15	Clonfeacle,	„	10178	Benburb, m	32·4	14 14 6	9 1	3 1
„	„	„	13077	Moy (3),	21·6	11 15 6	10 10½	4 10½
„	Donaghcady,	„	7150	Stewartstown, No. 2,	30·1	12 1 10	8 0½	2 0½
„	Derryloran,	„	7543	Cookstown,	101·	39 17 8	7 8¾	1 8¾

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(5.) List of Schools having an Authorized Average Excess Fee from Pupils for Year 1891—*continued.*

District.	Parish.	County.	Roll Number.	School.	Average Daily Attendance of Children over 3 and under 15 years of Age. (1891)	Amount of School Fees received in Cash from Children over 3 and under 15 years of age. (1891).	Average Rate of School Fees received in Cash from Pupils. (1891).	Average Fee per unit in Average Daily Attendance authorized per Act, 1892. (55 & 56 Vic., cap. 42).
						£ s. d.	s. d.	s. d.
45	Inagh,	Clare,	9571	Inagh, f.	57·1	18 10 0	6 5¾	0 5¾
42	Inchcronan,	"	12279	Crusheen, m.	37·7	20 10 0	10 10¼	4 10¼
45	Killadysert,	"	12018	Low Island,	10·9	4 1 8	7 5¾	1 5¾
42	Killilagh,	"	3041	Ballynalacken, f.	30·5	10 0 2	6 6¾	0 6¾
"	Kilfenora,	"	2156	Kilfenora, f.	74·5	24 1 6	6 5½	0 5½
45	Kilchreest,	"	2190	Ballynacally, f.	50·4	19 3 2	7 7	1 7
"	Kilferagh,	"	8214	Moyasta, f.	52·2	17 1 0	6 6¼	0 6¼
51	Kilconry,	"	3004	Stonehall, m.	32·1	9 15 8	6 1	0 1
42	Killaloe,	"	3320	Killaloe, m.	111·8	39 14 6	7 1¾	1 1¾
"	"	"	8070	Glen,	30·8	11 12 0	7 6¼	1 6¼
45	Kilrush,	"	3321	Kilrush, m.	59·8	19 15 8	6 7¼	0 7¼
"	"	"	10316	Scattery Island,	28·9	11 1 6	7 7¾	1 7¾
51	Kilseely,	"	11172	Meelick, m.	36·6	17 0 0	9 3¼	3 3¼
"	"	"	11173	" f.	33·2	16 2 3	9 8¼	3 8¼
42	Kilmacreely,	"	3897	St. Bridget's, m.	55·0	17 1 0	6 2¼	0 2¼

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(5.) List of Schools having an Authorized Average Excess Fee from Pupils for Year 1891—*continued.*

District.	Parish.	County.	Roll Number.	School.	Average Daily Attendance of Children over 3 and under 15 years of Age, (1891).	Amount of School Fees received in Cash from Children over 3 and under 15 years of Age. (1891). £ s. d.	Average Rate of School Fees received in Cash from Pupils. (1891). s. d.	Average Fee per unit in Average Daily Attendance authorized per Act, 1892. (55 & 56 Vic., cap. 42.) s. d.
45	Kilmaley,	Clare,	9339	Lisroe,	42·6	15 18 6	7 5½	1 5½
„	Kilraghties,	„	8372	Barefield, f.	39·7	12 17 0	6 5½	0 5½
„	Killore,	„	13418	Ballylea, m.	46·1	14 11 0	6 3¾	0 3¾
„	Moyarta,	„	10246	Carrigaholt, f.	87·4	38 6 6	8 9	2 9
„	„	„	10568	Querrin,	99·1	33 1 0	6 8	0 8
42	Moynoe,	„	10888	Cappabane,	30·1	12 19 6	8 7¼	2 7¼
51	O'Brien's Bridge,	„	5997	Bridgetown, m.	58·6	20 1 5	6 10	0 10
45	Quinn,	„	6823	Quinn, f.	41·	15 16 0	7 8¼	1 8¼
42	Rathbroney,	„	12866	Corkscrew Hill,	30·9	11 2 6	7 2¼	1 2¼
„	Tulla,	„	7683	Knockjames,	62·	24 16 0	8 0	2 0
45	Tomfinlough,	„	13561	Ballycar,	37·5	14 2 6	7 6¼	1 6¼
56	Ardnageehy,	Cork,	450	Glenville, m.	13·7	29 0 0	13 3¾	7 3¼
„	„	„	3249	„ f.	45·1	29 2 10	12 11	6 11
55	Aghabullogue,	„	2016	Knocknegown, m.	58·	18 2 3	6 2¾	0 2¾
„	„	„	3588	Aghabullogue, m.	67·3	21 2 3	6 3½	0 3¼

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(5.) List of Schools having an Authorized Average Excess Fee from Pupils for Year 1891—*continued*

District.	Parish.	County.	Roll Number.	School.	Average Daily Attendance of Children over 3 and under 15 years of Age. (1891).	Amount of School Fees received in Cash from Children over 3 and under 15 years of Age. (1891).	Average Rate of School Fees received in Cash from Pupils. (1891).	Average Fee per unit in Average Daily Attendance authorized per Act, 1892. (55 & 56 Vic., cap. 42).
						£ s. d.	s. d.	s. d.
48	Clonmel,	Cork,	10855	Queenstown, . . . i.	42·0	17 8 8	8 3½	2 3½
55	Clonfert,	„	1768	Kanturk, . . . m.	88·	46 11 0	10 7	4 7
„	„	„	1953	„ Prep., . . m.	81·7	29 7 5	7 2	1 2
„	„	„	2162	Lismire, ... m.	56·9	26 2 6	9 2	3 2
52	„	„	8894	Tourard, ... f.	35·9	12 19 0	7 2½	1 2½
„	„	„	7138	Meelin, ... m.	81·1	28 14 0	7 0¾	1 0¾
„	„	„	7575	„ . . . . f.	58·5	26 11 0	9 0¾	3 0¾
„	„	„	12999	Knockanbane, ...	39·7	20 4 6	10 2½	4 2½
59	Creagh,	„	5140	Skibbereen, No. 2, . . m.	54·5	43 16 4	16 0¾	10 0¾
48	Cloyne,	„	13427	St. Colman's, Cloyne, . . .	26·2	10 19 5	8 4½	2 4½
60	Carrigaline,	„	13828	Douglas, ... m.	104·3	34 2 9	6 6½	0 6½
52	Churchtown,	„	5769	Churchtown, . . . f.	56·1	19 5 0	6 10½	0 10½
56	Coole,	„	11337	Kilmagner, . . . m.	32·7	16 1 0	9 9¾	3 9¾
„	„	„	11338	„ . . . f.	37·	16 3 6	8 8¾	2 8¾
60A	Curraghkappine,	„	12770	Clogheen, . . . f.	39·5	14 0 8	7 1¼	1 1¼

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(5.) List of Schools having an Authorized Average Excess Fee from Pupils for Year 1891— *continued.*

District.	Parish.	County.	Roll Number.	School.	Average Daily Attendance of Children over 3 and under 15 years of Age. (1891).	Amount of School Fees received in Cash from Children over 3 and under 15 years of Age. (1891). £ s. d.	Average Rate of School Fees received in Cash from Pupils. (1891). s. d.	Average Fee per unit in Average Daily Attendance authorized per Act, 1892 (55 & 56 Vic., cap. 42). s. d.
59	Kilgariff,	Cork,	12286	Clonakilty (1), m.	135·8	61 19 0	9 1½	3 1½
,,	,,	,,	8545	,, No. 2,	30·1	14 4 6	9 5½	3 5½
,,	,,	,,	12200	Knockskagh, f.	43·	14 0 6	6 6¼	0 6¼
,,	,,	,,	10499	Kilgariff,	44·6	30 2 0	13 5¾	7 5¾
55	Kilnamatery,	,,	2160	Renanaree,	129·8	49 4 6	7 7	1 7
59	Kilmeen,	,,	12607	Ballygurteen, m.	35·4	12 6 6	6 11¼	0 11¼
55	,,	,,	4446	Boherbe, m.	89·7	28 10 0	6 4¼	0 4¼
,,	,,	,,	4447	,, f.	77·	26 17 0	6 11½	0 11½
,,	,,	,,	12321	Glashakinleen, f.	72·5	22 18 6	6 3¾	0 3¾
,,	,,	,,	9819	Clonlea, m.	71·3	21 19 6	6 1¾	0 1¾
,,	,,	,,	9817	Umeraboy, m.	42·5	14 9 6	6 9½	0 9½
58	Killaconevagh,	,,	4836	Balhuskey,	50·1	15 18 6	6 4¼	0 4¼
,,	,,	,,	7452	Laurence Cove, m.	47·3	14 15 0	6 2¾	0 2¾
59	Killkerranmore,	,,	11282	Bealad, m.	66·4	23 16 0	7 2¼	1 2¼
56	Kilworth,	,,	1874	Kilworth, m.	70·7	23 9 0	6 7½	0 7½
,,	Kilbrin,	,,	3438	Ballygraddy, m.	48·7	17 11 0	7 2½	1 2½

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(5.) List of Schools having an Authorized Average Excess Fee from Pupils for Year 1891—*continued.*

District.	Parish.	County.	Roll Number.	School.		Average Daily Attendance of Children over 3 and under 15 years of Age. (1891).	Amount of School Fees received in Cash from Children over 3 and under 15 Years of Age. (1891). £	s.	d.	Average Rate of School Fees received in Cash from Pupils. (1891). s.	d.	Average Fee per unit in Average Daily Attendance authorized per Act, 1892. (55 & 56 Vic., cap. 42.) s.	d.
55	Nohoval Daly,	Cork,	1685	Knocknagree,	m.	118·4	37	8	0	6	3¾	0	3¾
„	„	„	10813	Carrigaline,	f.	37·	12	4	6	6	7¼	0	7¼
60A	Rathcooney,	„	13663	Lower Glanmire,	m.	44·7	19	19	4	8	11	2	11
„	„	„	13664	„	f.	39·2	19	9	11	9	11¼	3	11¼
60	St. Mary's, Shandon,	„	9066	Blackpool,	m.	242·1	84	1	9	6	11¼	0	11¼
„	St. Peter's,	„	11997	SS. Peter's and Paul's,	f.	164·5	94	9	1	11	5¾	5	5¾
„	St. Luke's,	„	13648	St. Luke's,	m.	74·2	110	0	8	29	7¾	23	7¾
„	„	„	13652	„	f.	94·2	40	8	2	8	6¾	2	6¾
58	Skull,	„	6173	Derreenlamane,		77·8	28	3	0	7	2¾	1	2¾
„	„	„	9572	Rossbrin,	f.	57·	21	4	2	7	5¼	1	5¼
„	„	„	9413	Glaun,		37·8	12	8	0	6	6½	0	6½
60	St. Anne's, Shandon,	„	3324	St. Patrick's,	m.	105·1	52	3	11	9	11	3	11
„	„	„	9335	Carmichael,	m.	87·8	87	14	8	19	11¾	13	11¾
„	„	„	9336	Summerhill,	f.	119·9	117	14	3	19	7½	13	7½
„	„	„	13930	Greencoat Hospital,		39·4	18	0	3½	9	1½	3	1½
„	St. Multose,	„	13917	St. Multose,		47·	35	7	6	15	0½	9	0½

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(5.) List of Schools having an Authorized Average Excess Fee from Pupils for Year 1891—*continued.*

District.	Parish.	County.	Roll Number.	School.	Average Daily Attendance of Children over 3 and under 15 years of Age. (1891).	Amount of School Fees received in Cash from Children over 3 and under 15 years of Age. (1891). £ s. d.	Average Rate of School Fees received in Cash from Pupils. (1891). s. d.	Average Fee per unit in Average Daily Attendance authorized per Act, 1892. (55 & 56 Vic., cap. 42). s. d.
57	Kilcrohane,	Kerry,	10100	Glenlough, m.	47·	17 15 3	7 6½	1 6½
„	„	„	10101	„ f.	49·	16 14 0	6 9¾	0 9¾
„	„	„	10045	Lohar, m.	47·3	15 0 0	6 4	0 4
39	Kilmoyley,	„	2810	Kilmoyley, m.	58·8	18 2 6	6 1¾	0 1¾
58	Kenmare,	„	8818	Kenmare, Parl.,	7·6	7 18 6	16 10	10 10
39	Killury,	„	10545	Rathmorell, m.	31·3	9 18 0	6 3¾	0 3¾
57	Kilcummin,	„	1703	Gneveaguillagh, m.	90·2	30 2 6	6 8	0 8
„	„	„	10015	Coolick, f.	53·4	18 19 6	7 1¼	1 1¼
„	Killorglin,	„	12824	Dungeel, m.	35·5	11 13 6	6 6¾	0 6¾
„	„	„	12825	„ f.	41·5	13 8 0	6 5¼	0 5¼
„	Killarney,	„	11927	Killarney,	30·3	15 4 8	10 0½	4 0½
58	Kilgarvan,	„	7446	Moileysbridge,	73·1	23 12 0	6 5¼	0 5¼
39	Killahan,	„	7735	Killahan, m.	43·8	13 13 0	6 2¾	0 2¾
57	„	„	9302	Glenflesk, f.	48·5	15 6 1	6 3½	0 3½
39	Listowel,	„	1797	Listowel, m.	83·7	28 10 0	6 9½	0 9½

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Appendix B.

(5.) List of Schools having an Authorized Average Excess Fee from Pupils for Year 1891—*continued.*

District.	Parish.	County.	Roll Number.	School.	Average Daily Attendance of Children over 3 and under 15 years of Age. (1891).	Amount of School Fees received in Cash from Children over 3 and under 15 years of Age. (1891). £ s. d.	Average Rate of School Fees received in Cash from Pupils. (1891). s. d.	Average Fee per unit in Average Daily Attendance authorized per Act, 1892. (55 & 56 Vic., cap. 42). s. d.
52	Dromcolliher,	Limerick,	12912	Drumcolliher, m.	97·4	37 9 0	7 8	1 8
46	Doon,	„	10106	Doon Convent,	137·	42 5 0	6 2	0 2
„	„	„	11287	Foilaclera,	53·1	17 5 0	6 5¾	0 5¾
„	Dromin,	„	11642	Dromin, m.	46·7	22 17 0	9 9½	3 9½
„	Effin,	„	8333	Effin, m.	73·9	26 16 0	7 3	1 3
„	„	„	8334	„ f.	72·6	25 8 0	6 11¾	0 11¾
„	Galbally,	„	10731	Knockarron, m.	36·4	13 5 0	7 3¼	1 3¼
„	„	„	10732	„ f.	35·	13 16 0	7 10½	1 10½
51	Glenagra,	„	11840	Meanus, m.	42·6	17 5 0	8 1	2 1
„	„	„	11841	„ f.	39·1	12 16 6	6 6½	0 6½
46	Grean,	„	6630	Nicker, m.	79·9	36 15 0	9 2¼	3 2¼
„	„	„	7926	„ f.	72·5	25 5 6	6 11½	0 11½
„	„	„	10315	Brackile,	74·8	25 13 0	6 10½	0 10½
51	Grange,	„	9970	Grange, m.	33·	12 6 6	7 5½	1 5½
52	Inverass,	„	7000	Ballysteen, m.	32·6	11 14 0	7 2	1 2

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(5.) List of Schools having an Authorized Average Excess Fee from Pupils for Year 1891—*continued.*

District.	Parish.	County.	Roll Number.	School.	Average Daily Attendance of Children over 3 and under 15 years of Age. (1891).	Amount of School Fees received in Cash from Children over 3 and under 15 years of Age. (1891).	Average Rate of School Fees received in Cash from Pupils. (1891).	Average Fee per unit in Average Daily Attendance authorized per Act, 1892. (55 & 56 Vic., cap. 42).
						£ s. d.	s. d.	s. d.
52	Kilfinny,	Limerick,	9319	Kilfinny, f.	43·5	17 11 6	8 0¾	2 0¾
46	Kilbreedy Major,	„	13791	Bulgaden, f.	33·5	26 2 6	6 3	0 3
52	Mahoonagh,	„	12867	Feohanagh, m.	42·6	14 16 6	6 11½	0 11½
„	„	„	12868	„ f.	36·7	14 6 0	7 9½	1 9½
51	Mungret,	„	11784	Mungret, f.	38·3	16 9 6	8 7	2 7
52	Nantinan,	„	9702	St. James, m.	42·5	13 1 6	6 1¾	0 1¾
46	Oola,	„	7273	Oola, m.	45·[illegible]	17 0 10	7 6¾	1 6¾
„	Pallasgreen,	„	10991	Garrydoolis, m.	63·5	21 0 0	6 7¼	0 7¼
„	„	„	10992	„ f.	55·4	18 12 6	6 8	0 8
39	Rathronan,	„	7861	Athea, m.	70·	24 10 0	7 0	1 0
51	Stradbally,	„	556	Richhill,	32·7	28 4 6	6 9¾	0 9¾
52	Shanagolden,	„	4184	Shanagolden, f.	42·1	13 4 0	6 3	0 3
51	St. John's,	„	6934	St. John's-square, m.	49·3	20 11 6	8 4	2 4
„	St. Michael's,	„	6970	Limerick Model, m.	64·7	40 7 11	12 5¾	5 5¾
„	„	„	6971	„ „ f.	40·3	31 6 8	15 6½	9 6½

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(5.) List of Schools having an Authorized Average Excess Fee from Pupils for Year 1891—*continued.*

District.	Parish.	County.	Roll Number.	School.	Average Daily Attendance of Children over 3 and under 15 years of Age. (1891).	Amount of School Fees received in Cash from Children over 3 and under 15 years of Age. (1891).	Average Rate of School Fees received in Cash from Pupils. (1891).	Average Fee per unit in Average Daily Attendance authorized per Act, 1892. (55 & 56 Vic., cap. 42).
						£ s. d.	s. d.	s. d.
43	Inch,	Tipperary	2835	Inch, m.	35·	12 0 6	6 10½	0 10½
„	„	„	2836	„ f.	46·	18 8 6	8 0	2 0
53	Kilcash,	„	596	Kilcash, m.	51·4	15 14 0	6 1½	0 1½
43	Killea,	„	1610	Killea, f.	33·	10 13 6	6 5½	0 5½
51	Kilnarath,	„	1776	Ballinahinch, f.	42·2	19 1 0	9 0½	3 0½
„	„	„	11191	„ m.	53·6	22 6 0	8 3½	2 3½
„	„	„	4476	Tour,	48·6	17 13 6	7 3½	1 3½
53	Killardry,	„	10533	Ballydrehid,	33·1	9 10 6	6 0½	0 0½
51	Kilvellane,	„	4067	Newport, f.	72·8	24 15 6	6 9½	0 9½
53	Knockgraffan,	„	13404	New Inn (Convent),	83·2	33 5 6½	7 11½	1 11½
„	„	„	10560	Knockgraffan,	45·4	19 13 0	8 7½	2 7½
43	Killamnoge,	„	12540	Clonmore, m.	33·2	10 2 6	6 1	0 1
36	Killodiernan,	„	6658	Kildangan, m.	53·1	17 1 6	6 5	0 5
„	Lorrha,	„	11912	Redwood,	37·1	13 10 5	7 3½	1 3½
43	Loughmore,	„	7594	Loughmore, f.	48·2	21 17 0	9 0½	3 0½

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(5.) List of Schools having an Authorized Average Excess Fee from Pupils for Year 1891—*continued.*

District.	Parish.	County.	Roll Number.	School.		Average Daily Attendance of Children over 3 and under 15 years of Age. (1891).	Amount of School Fees received in Cash from Children over 3 and under 15 years of Age. (1891). £ s. d.	Average Rate of School Fees received in Cash from Pupils. (1891). s. d.	Average Fee per unit in Average Daily Attendance authorized per Act, 1892. (55 & 56 Vic., cap. 42). s. d.
43	Templeree,	Tipperary,	7782	Castleinny,	m.	42·5	14 19 0	7 0½	1 0½
"	"	"	7783	"	f.	42·9	16 3 6	7 6½	1 6½
"	Templederry,	"	9060	Clonhinch,	m.	64·5	23 10 9	7 3½	1 3½
"	"	"	9368	Curreenny,	.	41·9	15 12 6	7 5½	1 5½
36	Terryglass,	"	13436	Terryglass,	,	47·3	14 13 9	6 2½	0 2½
46	Toan,	"	7416	Cahernahallia,	.	62·1	19 16 0	6 4½	0 4½
"	"	"	11480	Ayle,	m.	39·4	18 10 0	9 4½	3 4½
"	"	"	11489	"	f.	39·8	16 17 6	8 5¾	2 5¾
,	Templeneiry,	"	10432	Ballagh,	f.	48·8	19 8 11	7 11½	1 11½
53	Tubrid,	"	9856	Ballylooby,	m.	75·6	33 14 0	8 10¾	2 10¾
,	"	"	9857	"	f.	76·	30 8 0	8 0	2 0
43	Thurles,	"	13605	Thurles,	.	21·2	9 1 0	8 6½	2 6½
51	Templeachally,	"	7938	Ballina,	m.	40·4	17 1 6	8 5½	2 5½
,	,	"	7939	"	f.	44·2	17 8 0	7 10½	1 10½
36	"	"	9190	Boher,	m.	44·9	16 5 6	7 2¾	1 2¾

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(5.) List of Schools having an Authorized Average Excess Fee from Pupils for Year 1891—*continued.*

District.	Parish.	County.	Roll Number.	School.	Average Daily Attendance of Children over 3 and under 15 years of Age. (1891).	Amount of School Fees received in Cash from Children over 3 and under 15 years of Age. (1891).	Average Rate of School Fees received in Cash from Pupils. (1891).	Average Fee per unit in Average Daily Attendance authorized per Act, 1892. (55 & 56 Vic., cap. 42).
						£ s. d.	s. d.	s. d.
49	St. John's,	Waterford,	6975	Waterford Model, f.	43·3	26 17 4	12 4¾	6 4¾
„	Trinity Without,	„	13602	Quay,	70·8	85 16 6	24 2¾	18 2¾
43	Tallow,	„	1288	Tallow, m.	91·9	31 16 6½	6 11	0 11
„	Whitechurch,	„	3550	Whitechurch, f.	31·8	12 19 6	8 1¾	2 1¾
50	Borragh,	Carlow,	650	Kildavin, f.	42·1	13 16 11	6 6¾	0 6¾
44	Clonmore,	„	13509	Clonmore, f.	41·5	12 15 6	6 1¾	0 1¾
„	„	„	13562	„	21·7	7 0 0	6 5¼	0 5¼
47	Dunleckney,	„	11135	Bagnalstown,	40·1	21 6 11	10 7¾	4 7¾
„	Feenagh,	„	11045	Feenagh,	22·0	10 2 0	9 2	3 2
44	Hacketstown,	„	1291	Hacketstown, m.	69·8	24 3 0	6 11	0 11
47	Kiltennel,	„	12346	Rathanna, f.	34·8	12 1 6	6 11¼	0 11¼
„	Nurney,	„	11040	Nurney,	22·7	7 12 0	6 8¼	0 8¼
30	Baldoyle,	Dublin,	11883	Baldoyle Convent,	142·	54 4 4	7 7½	1 7½
„	Blanchardstown,	„	13887	Mt. Sackville,	41·	21 14 3	10 7	4 7
„	Castleknock,	„	697	St. Bridget's, m.	56·	20 2 1	7 2	1 2

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Appendix B.

(5.) List of Schools having an Authorized Average Excess Fee from Pupils for Year 1891—*continued.*

District.	Parish.	County.	Roll Number.	School.	Average Daily Attendance of Children over 3 and under 15 years of Age. (1891).	Amount of School Fees received in Cash from Children over 3 and under 15 years of Age. (1891).			Average Rate of School Fees received in Cash from Pupils. (1891).		Average Fee per unit in Average Daily Attendance authorized per Act, 1892. (55 & 56 Vic., cap. 42).	
						£	s.	d.	s.	d.	s.	d.
37	St. George's,	Dublin,	11525	St. Patrick's, Drumcondra,	154·	49	12	11	6	6¼	0	5¼
30	"	"	11377	Hardwicke-street, m.	32·	99	1	0	24	1¾	18	1¾
"	"	"	11378	" f.	598	56	1	8	18	9	12	9
"	"	"	14035	" i.	409	22	8	4	10	11½	4	11½
40	St. James's,	"	6978	Inchicore Model, m.	109·	50	8	5	9	3	3	3
"	"	"	6979	" f.	436	17	8	9	7	11¾	1	11¾
30	St. Margaret's,	"	8462	Kilcoskin,	30·3	14	2	2	9	3½	3	3½
"	St. Mary's,	"	9952	Dominick-street, m.	40·6	24	8	0	12	0	6	0
"	"	"	10018	" f.	34·3	14	5	6	8	3¾	2	3¾
"	"	"	10607	" i.	35·3	12	1	6	6	10	0	10
40A	St. Peter's,	"	11736	St. Stephen's, m.	55·3	25	14	10½	9	3¾	3	3¾
"	"	"	11737	" f.	43·5	20	1	3	9	2¼	3	2¼
"	"	"	12143	Christ Church, m.	49·6	22	15	2	9	2	3	1
"	"	"	12144	" f.	43·2	16	10	0	7	7½	1	7½
30A	St. Thomas's,	"	752	Central Model, m. No. 1,	315	342	19	0	21	9¼	15	9¼

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(5.) List of Schools having an Authorized Average Excess Fee from Pupils for Year 1891—*continued.*

District.	Parish.	County.	Roll Number.	School.	Average Daily Attendance of Children over 3 and under 15 years of Age. (1891).	Amount of School Fees received in Cash from Children over 3 and under 15 years of Age. (1891).	Average Rate of School Fees received in Cash from Pupils. (1891).	Average Fee per unit in Average Daily Attendance authorized per Act, 1892. (55 & 56 Vic. cap 42).
						£ s. d.	s. d.	s. d.
41	Lackagh,	Kildare,	5839	Lackagh,	67·	22 3 0	6 7¼	0 7¼
37	Laraghbryan,	„	4182	Maynooth, m.	49·7	16 19 6	6 9¾	0 9¾
44	Moone,	„	1590	Moone, m.	36·7	12 14 8	6 11	0 11
„	Newbridge,	„	2284	Two-mile-house Ord. Agl., m.	46·5	15 16 0	6 9½	0 9½
„	Naas,	„	11893	Naas, No. 2,	31·2	18 19 2	12 1¾	6 1¾
41	Rathangan,	„	13045	Main-street, Rathangan,	16·	8 18 2	11 1½	5 1½
37	Rathmore,	„	1821	Rathmore,	43·	18 14 6	8 8½	2 8½
44	St. Michael's,	„	6209	Athy District Model, m.	39·	30 2 11	15 5½	9 5½
„	„	„	6210	„ „ f.	27·8	14 9 10	10 5	4 5
37	Tipperkevin,	„	4316	Tipperkevin,	34·1	11 17 4	6 11½	0 11½
„	Timahoe,	„	12998	Timahoe,	46·7	14 6 8	6 1½	0 1½
44	Usk,	„	7303	Ballymount,	84·5	29 1 6	6 10½	0 10½
49	Aghaviller,	Kilkenny,	4881	Boollyglass Ord. Agl.,	38·3	13 1 0	6 9¾	0 9¾
47	Ballycallan,	„	7050	Ballycallan, m.	36·9	11 6 6	6 1½	0 1½
49	Clonmore,	„	13420	Clonmore, m.	32·	12 1 3	7 6¼	1 6¼

43	Eske,	„	2313	Crosspatrick,	f.	29·1	11	16	6	8	1½	2	1½
49	Fiddown,	„	1468	Tubbernabrone,	.	45·8	14	12	2	6	4½	0	4½
53	„	„	6188	Piltown, 1st Class Agl.,	.	48·4	17	0	0	7	0½	1	0½
49	„	„	6289	Templeorum	m.	34·2	13	12	6	7	11½	1	11½
47	Freshford,	„	796	Freshford,	m.	54·	24	4	0	8	11½	2	11½
„	„	„	797	„	f.	46·7	24	13	0	10	6½	4	6½
„	Graiguenamanagh,	„	1152	Coppenagh,	.	28·7	10	9	6	7	3½	1	3½
53	Killarney,	„	5697	Windgap,	m.	93·3	33	10	5	7	2	1	2
47	Kilmanagh,	„	12076	Cranagh,	.	16·0	14	3	6	17	8½	11	8½
49	Listerlin,	„	5777	Listerlin,	f.	29·5	9	15	9	6	7½	0	7½
47	Outrath,	„	6374	Foulkstown,	.	40·2	16	9	3	8	2¼	2	2¼
„	Shankill,	„	1915	Paulstown,	f.	56·8	20	10	3	7	2½	1	2½
„	St. Patrick's,	„	6981	Kilkenny Model,	m.	26·5	22	1	2	16	7¾	10	7¾
„	„	„	6982	„	f.	35·3	31	11	1	17	10½	11	10½
„	St. Canice,	„	3110	Bonnetstown,	.	41·8	15	1	0	7	2¼	1	2¼
„	Tullaroan,	„	1302	Tullaroan,	m.	66·7	29	19	6	8	11¾	2	11¾
49	Tubrid,	„	13333	Cloggah,	m.	34·5	12	12	2	7	3½	1	3½
„	„	„	13334	„	f.	36·5	14	3	0	7	9	1	9
36	Aghancon,	King's Co.,	8347	Aghancon,	.	24·7	16	6	6	13	2½	7	2½
„	Ballyboy,	„	809	Ballyboy,	.	52·8	20	5	6	7	8	1	8
„	„	„	11395	Frankford,	.	28·	9	5	8	6	7½	0	7½
„	Birr,	„	7949	Parsonstown, minor model,	m.	30·2	24	18	9	16	6	10	6
„	„	„	7950	„ „ „	f.	66·	45	13	10	13	10	7	10
„	Clonmacnoise,	„	3691	Clonfanlough,	.	73·2	23	15	6	6	5¾	0	5¾

(5.) List of Schools having an Authorized Average Excess Fee from Pupils for Year 1891—*continued.*

District.	Parish.	County.	Roll Number.	School.	Average Daily Attendance of Children over 3 and under 15 years of Age. (1891).	Amount of School Fees received in Cash from Children over 3 and under 15 years of Age. (1891).	Average Rate of School Fees received in Cash from Pupils. (1891).	Average Fee per unit in Average Daily Attendance authorized per Act, 1892. (55 & 56 Vic., cap. 42).
						£ s. d.	s. d.	s. d.
36	Clonmacnoise,	King's Co.,	8172	Shannon Bridge, m.	37·	12 16 0	6 11	0 11
„	Cullenwaine,	„	12091	Moneygall (2),	23·9	12 15 11	10 8¼	4 8¼
41	Cloneyhorke,	„	10882	Garryhinch,	14·4	5 18 10	8 3	2 3
„	Kilbride,	„	10353	Charleville	38·8	18 14 0	9 7½	3 7½
36	Templeharry,	„	5882	Emmel,	43·5	14 19 0	6 10½	0 10½
„	„	„	5883	Moneygall,	70·9	27 10 6	7 9	1 9
„	Tisaran,	„	13192	High-street, f.	35·2	13 14 2	7 9½	1 9½
„	Wheery,	„	8794	Ferbane, f.	46·8	15 10 1½	6 7½	0 7½
33	Abbeylara,	Longford,	7931	Abbeylara, f.	34·7	12 9 0	7 2	1 2
28	Columbkille,	„	12813	St. Columba's, m.	39·5	12 0 6	6 1	0 1
„	Kilglass,	„	7739	Carrickboy,	19·8	8 16 5	8 10¾	2 10¾
„	Moydow,	„	11971	Moydow,	39·6	14 10 9	7 4	1 4
„	Templemichael,	„	12683	Longford No. 2, m.	34·9	22 10 6	12 10¾	6 10¾
„	„	„	12942	St. Joseph's Convent,	273·8	102 2 1	7 5½	1 5½
25	Ballymakenny,	Louth,	13670	Dulargy, m.	56·3	18 14 0	6 7½	0 7½

Appendix B.

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(5). List of Schools having an Authorized Average Excess Fee from Pupils for Year 1891—*continued.*

District.	Parish.	County.	Roll Number.	School.	Average Daily Attendance of Children over 3 and under 15 years of Age. (1891).	Amount of School Fees received in Cash from Children over 3 and under 15 years of Age. (1891).	Average Rate of School Fees received in Cash from Pupils. (1891).	Average Fee per unit in Average Daily Attendance authorized per Act, 1892. (55 & 56 Vic., cap. 42).
						£ s. d.	s. d.	s. d.
41	Clonenagh,	Queen's,	13121	Maryborough, m.	75·1	27 2 9	7 2½	1 2½
47	Durrow,	"	12183	Castledurrow,	36·0	11 7 0	6 3½	0 3½
41	Lea,	"	13741	Rath, m.	46·	18 9 10	8 0½	2 0½
44	Moyanna,	"	7915	Vicarstown, m.	42·8	15 19 5	7 5½	1 5½
"	Straboe,	"	10544	The Cosby.	32·5	10 9 6	6 5¼	0 5¼
"	Stradbally,	"	10504	Vicarstown, f.	45·7	15 8 9	6 9	0 9
29	Castletown Delvin,	Westmeath,	2263	Crowenstown,	52·	19 9 4	7 5¾	1 5¾
33	Kilmanaghan,	"	10884	Moate, No. 2.	73·4	24 3 10	6 7	0 7
41	Kilbeggan,	"	1315	Kilbeggan, m.	64·2	40 17 11	12 8¾	6 8¾
33	Mullingar,	"	4087	Mullingar Parochial,	35·5	20 17 0	11 8¾	5 8¾
35	St. Mary's,	"	10850	Northgate-street, Athlone,	37·1	32 18 7	17 9	11 9
33	Taghmon,	"	11804	Knockdrin,	15·8	4 16 3	6 1	0 1
50	Ardamine,	Wexford,	13024	Ardamine,	23·7	7 18 11	6 8¼	0 8¼
"	Ballyhogue,	"	1316	Galbally,	38·9	12 6 6	6 4	0 4

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"	Bannow,	"	12609	Grange,			156	7	18	0	10	1½	4	1½
"	Ballycarney,	"	14087	Ballycarney,			125	4	9	3	7	3	1	3
40	Kilcavan,	"	949	Killanerin,		m.	33·3	11	13	2	6	10⅜	0	10⅜
"	"	"	950	"		f.	43·6	13	7	6	6	1½	0	1½
50	Kilmore,	"	960	Kilmore, No. 1,		m.	41·8	13	16	3	6	7¼	0	7¼
"	Killurin,	"	963	Glynn,		m.	36·8	14	0	0	7	7¼	1	7¼
"	Kilrush,	"	14039	Kilrush,			11·9	4	15	2	7	11⅛	1	11⅛
"	Kilcowan,	"	5753	Baldwinstown,			48·	21	10	6	8	11½	2	11½
"	Kilturk,	"	6624	Kilturk,			53·7	24	2	1	8	11½	2	11½
40	Kilgorman,	"	10712	Castletown,		f.	44·5	20	10	0	9	2½	3	2½
50	Kilnamanagh,	"	13999	Kilnamanagh,			32·	10	12	6	6	7½	0	7½
"	Liskinfere,	"	13718	Clough,			13·3	5	1	5	7	7½	1	7½
"	St. Mary's (Enniscorthy),	"	7784	Enniscorthy Model,		m.	36·5	21	17	11	11	11⅜	5	11⅜
"	"	"	7735	"		f.	56·1	34	10	10	13	3⅜	6	3⅜
"	Tinkern,	"	1920	Ballycullane,		m.	52·3	21	10	0	8	2½	2	2½
40	Arklow,	Wicklow,	14045	Carysfort,			39·5	18	0	7	9	1½	3	1½
"	Bray,	"	13597	St. Andrew's,			50·8	48	15	8	19	2¼	13	2¼
37	Blessington,	"	6176	Blessington (I),			33·1	18	16	4	11	4¼	5	4¼
"	"	"	10683	Kilbride,			56·6	21	17	6	7	8⅜	1	8⅜
"	"	"	13585	Blessington,		m.	40·2	12	19	3	6	5¼	0	5¼
40	Ballintemple,	"	13224	Ballintemple,			44·3	15	4	2	6	10¼	0	10¼
"	Castlemacadam,	"	12263	Castlemacadam,			28·	16	0	0	11	5	5	5
"	Danganstown,	"	4902	Barrinderrig,		m.	43·8	13	14	0	6	3	0	3

Appendix B.

(5.) List of Schools having an Authorized Average Excess Fee from Pupils for Year 1891—*continued.*

District.	Parish.	County.	Roll Number.	School.	Average Daily Attendence of Children over 3 and under 15 years of Age. (1891).	Amount of School Fees received in Cash from Children over 3 and under 15 years of Age. (1891).	Average Rate of School Fees received in Cash from Pupils. (1891).	Average Fee per unit in Average Daily Attendance authorized per Act, 1892 (55 & 56 Vic., cap. 42).
						£ s. d.	s. d.	s. d.
40	Drumkay, . . .	Wicklow, . .	987	Wicklow, ... m.	73·6	29 4 5	7 11¼	1 11¼
„	Greystones, . .	„ . .	12554	Greystones, No. 2, . . .	72·4	23 4 8	6 4¾	0 4¾
44	Hacketstown, . .	„ . .	6192	Rathmirgue, . . . m.	38·0	11 12 6	6 1¼	0 1¼
40	Kilcommon, . .	„ . .	5791	Tinahely, ...	90·	31 9 0	6 11¾	0 11¾
44	Kilranelagh, . .	„ . .	11953	Fortgranite, ...	16·6	5 14 3	6 10½	0 10½
„	Kiltegan, . . .	„ . .	12588	Kiltegan, ...	27·1	12 17 0	9 5¾	3 5¾
„	„ . . .	„ . .	12766	Tourboy, ...	24·1	12 7 6	10 3½	4 3½
40	Kilbride, . . .	„ . .	12247	Ferrybank, ...	53·8	17 6 11½	6 5¼	0 5¼
„	Knockrath, . .	„ . .	7250	Clara Vale, ...	31·	9 13 11	6 3	0 3
„	. . .	„ . .	12167	Kirrikee, ...	39·5	12 5 10	6 2½	0 2½
„	Kilynah, . . .	„ . .	11777	Downs, ... m.	32·	14 7 6	8 11¾	2 11¾
„	Powerscourt, . .	„ . .	1119	Cuttlestown, . . . f.	43·3	14 11 11	6 9¾	0 9¾
„	„ . . .	„ . .	9760	Powerscourt, ...	43·1	15 16 8	7 4¾	1 4¾
„	„ . . .	„ . .	11353	Enniskerry, No. 2, . . .	75·9	32 16 5	8 7¾	2 7¾

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(5.) List of Schools having an Authorized Average Excess Fee from Pupils for Year 1891—*continued.*

District.	Parish.	County.	Roll Number.	School.	Average Daily Attendance of Children over 3 and under 15 years of Age. (1891).	Amount of School Fees received in Cash from Children over 3 and under 15 years of Age. (1891).	Average Rate of School Fees received in Cash from Pupils. (1891).	Average Fee per unit in Average Daily Attendance authorized per Act, 1892. (55 & 56 Vic., cap. 42).
						£ s. d.	s. d.	s. d.
34A	Rahoon,	Galway,	6213	Galway District Model, f.	36·5	25 7 4	13 10¾	7 10¾
26	Ross,	„	12644	Kilmilkin,	26·2	9 9 0	7 2½	1 2½
34	St. Nicholas,	„	12672	Nun's Island Monastery,	82·	53 10 6	13 0½	7 0½
27	Templetogher,	„	13244	Polredmond, m.	61·4	19 19 6	6 6	0 6
„	„	„	13245	„ f.	68·1	21 15 0	6 4½	0 4½
31	Kiltyclogher,	Leitrim,	12734	Corderay, m.	59·4	22 11 0	7 7	1 7
„	„	„	12735	„ f.	46·9	19 3 6	8 2	2 2
„	Kiltohert,	„	1125	Leitrim 1st Class Agricultural, m.	60·3	19 13 6	6 6½	0 6½
„	„	„	6730	„ f.	48·4	14 14 0	6 0¾	0 0¾
32	Annagh,	Mayo,	11438	Ballyhaunis, m.	119·3	40 15 10	6 10	0 10
„	„	„	11439	„ f.	116·3	36 10 6	6 3¼	0 3¼
„	„	„	13154	Coolnafarna, f.	54·5	19 5 0	7 0¾	1 0¾
26	Burrishoole,	„	1670	Newport, m.	43·3	22 15 5	10 6	4 6
21	Castlemore,	„	13279	Tandragee, f.	53·4	17 10 0	6 6½	0 6½

20	Crossmolina,	Mayo,		9921	Deelbridge,			30·5	11	12	6	7	7¼	1	7¼
32	Kilcoleman,	,,		14115	Koilmore,			74·6	23	2	6	6	2¼	0	2¼
20	Kilmore Moy,	,,		11631	Wesley-place,			20·5	21	4	0	20	8	14	8
,,	,,	,,		13631	Ballina,		m. (2)	26·6	13	8	2	10	0¾	4	0¾
21	Kilmovee,	,,		12571	Shammer,		f.	36·5	14	17	6	8	1¾	1	1¾
20	Kilcommon,	,,		7347	Belmullet,		m.	51·4	20	3	0	7	10	1	10
32	,,	,,		13662	Gortskehi,			126·5	41	2	3	6	6	0	6
22	Ardcarn,	Roscommon,		7288	Bridgecartron,		f.	39·2	16	10	0	8	5	1	5
22	,,	,,		7402	Cootehall,		m.	55·	19	15	6	7	2	1	2
,,	,,	,,		7797	Kilfaughna,			29·	9	14	0	6	8	0	8
,,	,,	,,		7985	Derreenargan,		m.	43·5	15	6	0	7	0¼	1	0¼
,,	Boyle,	,,		10849	Railway Bridge,			38·2	26	4	10	13	8¾	7	8¾
27	Clonfinlough,	,,		11151	Clooncagh,		f.	61·1	18	11	0	6	0¾	0	0¾
,,	Clontuskert,	,,		8991	Weakfield,			71·1	23	8	0	6	6¾	0	6¾
,,	Drumnatemple,	,,		7055	Drumnatemple,		f.	69·9	22	4	6	6	4¼	0	4¼
,,	Kilkeevan,	,,		1086	Castlerea,		m.	67·	29	14	0	8	10¼	3	10¼
,,	,,	,,		11905	Castlerea No. 2,			34·	13	18	6	8	2¼	2	2¼
,,	,,	,,		11242	The Don,		m.	59·7	22	16	6	7	7¾	1	7¾
,,	,,	,,		13198	St. Anne's Convent,			280·1	96	16	0	6	10	0	10
22	Kilronan,	,,		6682	Greghnacorra,			44·7	16	19	6	7	7	1	7
,,	Killinvoy,	,,		7852	Dangan,		m.	51·	18	8	6	7	2½	1	2½
,,	,,	,,		9219	Ballagh,			51·9	18	17	6	7	0¾	1	0¾
32	Kiltullagh,	,,		9912	Carrick,		f.	98·1	31	6	0	6	4½	0	4½

(5.) List of Schools having an Authorized Average Excess Fee from Pupils, for Year 1891—*continued.*

District.	Parish.	County.	Roll Number.	School.	Average Daily Attendance of Children over 3 and under 15 years of Age. (1891).	Amount of School Fees received in Cash from Children over 3 and under 15 years of Age. (1891).	Average Rate of School Fees received in Cash from Pupils. (1891).	Average Fee per unit in Average Daily Attendance authorized per Act, 1892. (55 & 56 Vic., cap. 42).
						£ s. d.	s. d.	s. d.
27	Oran,	Roscommon,	8200	Cloonicolgan,	53·6	16 12 0	6 2¼	0 2¼
27	"	"	8499	Runnamoat,	46·2	16 7 3	7 1	1 1
"	Shankhill,	"	12630	Ballyroddy, f.	41·2	13 7 6	6 5¾	0 5¾
28	Termonbarry,	"	4801	Rooskey, f.	40·6	13 2 6	6 5½	0 5½
22	Tumna,	"	12619	Laphoil, m.	40·7	13 3 0	6 5½	0 5½
21	Achonry,	Sligo,	1853	Tubbercurry,	45·5	15 16 0	6 11¼	0 11¼
"	"	"	4486	Achonry, m.	46·5	16 13 6	7 2	1 2
"	"	"	4487	" f.	63·7	27 12 0	8 7¾	2 7¾
"	"	"	12208	Cursallagh, m.	49·1	22 0 0	8 11½	2 11½
"	"	"	12209	" f.	41·9	17 8 0	8 3½	2 3½
"	"	"	12273	Carnaleck, m.	30·	10 13 6	7 1½	1 1½
"	"	"	12274	" f.	33·4	10 17 0	6 5¾	0 5¾
22	Ballymote,	"	9840	Ballymote, f.	53·3	21 17 6	8 2¼	2 2¼
12	Calry,	"	8206	Sligo Model, m.	59·	44 11 3	15 1½	9 1½

Appendix B.

| | | |

Appendix C.

Training Colleges.

APPENDIX C.

Returns as to Training Colleges. General Reports of Inspectors, &c.

Marlborough-street Training College

(For Male and Female Teachers).

Managers.—The Commissioners of National Education.

Staff in Session 1892–93.

Principal, Male Department,	J. Corbett, Esq., LL.D., T.C.D
Principal, Female Department,	P. W. Joyce, Esq., LL.D., T.C.D. (to 31. 3. 93.) Thomas H. Teegan, Esq. (from 1. 4. 93.)
Vice-Principal, Male Department,	L. J. Ryan, Esq.
Vice-Principal, Female Department,	Miss Johnston.

Professors.

Geometry, Trigonometry, Geography, History,	J. Corbett, Esq., LL.D., T.C.D.
Methods of Teaching, School Organization, History of Education, English Composition.	P. W. Joyce, Esq., LL.D., T.C.D. (resigned from 31st March, 1894.)
Experimental Physics, English Language, English Literature.	J. J. Doherty, Esq., LL.D., T.C.D.
Arithmetic, Algebra, Book-keeping,	T. H. Teegan, Esq.

Supplemental.

Classics,	W. Robertson, Esq., B.A.
French,	J. W. Bacon, Esq., M.A.
Reading,	James Edgar, Esq., and Miss Mary O'Hea (from Dec. 92.)
Drawing,	J. P. Moran, Esq., Miss Harper.
Handicraft,	Mr. J. Johnston.
Needlework,	Mrs. Studdert, Miss Kearney.
Domestic Economy and Hygiene,	Miss Fulham.
Vocal Music,	Brendan Rogers, Esq., and Miss M'Kenna.
Instrumental Music—Piano and Harmonium,	Miss Gordon.
Practical Cookery,	Miss Devine.
Assistant to Vice-Principal,	Mr. E. Doyle.
Training Assistant, Male Department,	Mr. Thomas Faulkner.
Training Assistants, Female Department,	Misses Norris, Downey, & Moore.
Matron, Male Department,	Mrs. Anderson.
Matron, Female Department,	Miss M'Carthy.
Assistant Matron, do.,	Miss Devine.
Medical Attendant,	T. Nedley, Esq., M.D.
Dentist,	A. J. Bradshaw, Esq.

St. Patrick's Training College, Drumcondra.

(For Male Teachers).

Manager.—His Grace The Most Rev. W. J. Walsh, D.D., Archbishop of Dublin.

Staff in Session, 1892–93.

Principal,	Very Rev. Peter Byrne, C.M.
Vice-Principal,	Rev. John E. Flynn, C.M.
Chaplain,	Rev. W. Sullivan.

PROFESSORS.

English Language and Literature, .	Henry Bedford, Esq., M.A., Cantab.
Mathematics, Mechanics, . . .	Henry M'Weeney, Esq., and J. P. Browne, Esq.
Grammar, Geography, General History, Composition, Latin, Lesson Books.	Daniel Croly, Esq., M.A.
Methods of Teaching, School Organization, History of Education, Arithmetic, Book-keeping, Mensuration.	Stephen FitzPatrick, Esq., First of First Class.

SUPPLEMENTAL.

Experimental Physics, . .	Very Rev. Gerald Canon Molloy, D.D., F.R.U.I.; Henry M'Weeney, Esq., Assistant Professor.
Hygiene, ...	John Campbell, Esq., A.B., M.B., T.C.D., F.R.U.I., M.R.I.A.
Agriculture, ...	Edward Carroll, Esq.
Music, ...	Joseph Seymour, Esq., and T. Logier, Esq.
French, . . .	Mons. Cadic de la Champignonnerie.
Drawing, ...	John T. Miles, Esq., R.D.S., R Walshe (*locum tenens*) from April, 1893.
Reading, ...	J. F. Taylor, Esq., Q.C.
Medical Attendant, . . .	Charles Coppinger, Esq., M.D., F.R.C.S.I., M.K.Q.C.P.I.

OUR LADY, OF MERCY TRAINING COLLEGE, BAGGOT-STREET.

(For Female Teachers).

Manager.—His Grace The Most Rev. W. J. WALSH, D.D., Archbishop of Dublin.

STAFF IN SESSION, 1892–93.

Principal, ...	Mrs. M. L. Keenan.
Vice-Principal, . . .	Mrs. M. G. Whelan.
Chaplain, ...	Clergyman from St. Andrew's, Westland Row.

PROFESSORS.

English Language, English Literature, Hygiene, Botany.	William Magennis, Esq., M.A. R.U.I., F.R.U.I B.I.,
Mathematics and Arithmetic, .	John Healy Esq., B.A.
Geography, Penmanship, Reading, General History, Kindergarten.	Miss Hannah Doyle, Certificated First Class
Methods of Teaching, School Organization, History of Education.	Miss Anne Phelan, Certificated First of First Class Teacher.

SUPPLEMENTAL.

Physics, ...	Very Rev. Gerald Canon Molloy, D.D., F.R.U.I.; John Healy, Esq., B.A., *locum tenens.*
Modern Languages, . . .	Mrs. Nolan, Convent National Schools, Baggot-street.
Instrumental Music, Organ and Harmonium.	Mrs. Mulherne, do.
Instrumental Music, Piano, . .	Mrs. Brady, do
,, *Piano,*	
Vocal Music, Hullah, Tonic Sol-fa,	Mrs. Kavanagh, do.
Needlework, Sewing Machine, &c., .	Mrs. Nolan, do.
Drawing and Painting, . . .	Mrs. Kennedy, do.
Practical Cookery and Domestic Economy.	Miss M'Carthy, Certificated South Kensington.
Matron, ...	Mrs. Mara.
Medical Attendant, . . .	Christopher J. Nixon, M.D., LL.D., F.K.Q.C.P.I., L.R.C.S.I.

Appendix C.

Training Colleges.

CHURCH OF IRELAND TRAINING COLLEGE, KILDARE-PLACE.

(For Male and Female Teachers).

Manager.—His Grace The Most Rev. and Right Hon. Lord PLUNKET, Archbishop of Dublin.

STAFF IN SESSION, 1892–93.

Principal,	Rev. H. Kingsmill Moore, M.A., Ball Coll., Oxon.
Vice-Principal,	Miss Williams.
Chaplain,	Rev. Alexander Leeper, D.D.
Assistant, Female Department,	Miss Smith.

PROFESSORS.

Mathematical and Physical Sciences,	James C. Rea, Esq., M.A., R.U.I., Math. Sch. Queen's Coll., Belfast.
Experimental Physics,	Rev. J. Smith, M.A., T.C.D.
English Language and Literature,	Laurence E. Steele, Esq., M.A., B.L.
General History, Geography, Grammar, Drawing, and Agriculture.	John Cooke, Esq., M.A., T.C.D.
Methods of Teaching, School Organization, History of Education.	Jeremiah Henley, Esq., First of First Class, &c.

SUPPLEMENTAL.

Vocal Music,	Miss Smith.
Instrumental Music,	Charles Grandison, Esq., and Miss Grandison.
Needlework,	Miss H. Heron.
Practical Cookery,	Miss Todd, Certificated by Northern Union School of Cookery, England.
Matron, Male Department,	Mrs. Henly.
Matron, Female Department,	Miss Winter.
Clerk and Accountant,	Mr. G. Earle
Medical Attendant and Lecturer on Hygiene.	Henry T. Bewley, Esq., M.B., M.S., &c.

DE LA SALLE TRAINING COLLEGE, NEWTOWN HOUSE, WATERFORD.

(For Male Teachers).

Manager, The Most Reverend R. A. SHEEHAN, D.D., Bishop of Waterford and Lismore.

STAFF IN SESSION, 1892–93.

Principal,	Rev. Brother Thomas R. Kane, M.A., B.E., T.C.D.
Vice-Principal,	Rev. Brother Columban J. Carey.
Chaplain,	Rev. Thomas Mockler.

PROFESSORS.

Method of Teaching, School Organization, History of Education.	Rev. Brother Thomas R. Kane.
English Literature, Lesson Books, Grammar	Rev. Brother Columban J. Carey.
Mathematics, Geometry, Trigonometry, Mensuration.	Rev. Brother James H. Carney.

SUPPLEMENTAL.

Natural Science, Mathematics, and Drawing.	Rev. Brother Bart. J. Trubert.
Experimental Science, Electricity,	Rev. Brother Potamian Michael F. O'Reilly.
Arithmetic, Agriculture, Geography,	Rev. Brother Francis M'Vicars.
Method, Mechanics and Bookkeeping,	Hugh Kerr, Esq.
Music,	Edward Comerford.
Prefect of Discipline,	Rev. Brother Eunician Moore.
Medical Attendant,	Thomas Tobin, Esq., M.D.

ANALYSIS of the ANSWERING at the JULY EXAMINATIONS of 1892 and 1893 of the QUEEN'S SCHOLARS in the TRAINING COLLEGES under the COMMISSIONERS of NATIONAL EDUCATION.

MARLBOROUGH STREET TRAINING COLLEGE.

—	PAPERS.																			
	First of First Class.				Second of First Class.				Second Class.				Third Class.				Total.			
	1892.		1893.		1892.		1893.		1892.		1893.		1892.		1893.		1892.		1893.	
	M.	F.	M.	F	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Number of Students examined,	1	.	.	.	11	9	9	9	50	52	45	54	36	44	37	38	98	105	91	101
Answered 90 per cent. or over,	.	.	.	.	.	.	.	.	.	.	.	.	1	.	.	.	1	.	.	.
„ 80 but under 90 per cent.,	.	.	.	.	2	2	2	1	4	1	2	.	6	10	8	2	12	13	12	3
„ 70 „ „ 80 „	.	.	.	.	3	5	3	2	19	11	11	15	22	22	15	9	44	38	29	26
„ 60 „ „ 70 „	1	.	.	.	3	2	4	3	17	24	18	17	5	11	12	12	26	37	34	32
„ 50 „ „ 60 „	.	.	.	.	2	.	.	1	8	13	12	19	2	1	2	13	12	14	14	33
„ under 50 per cent.,	.	.	.	.	1	.	.	2	2	3	2	3	.	.	.	2	3	3	2	7
Total,	1	.	.	.	11	9	9	9	50	52	45	54	36	44	37	38	98	105	91	101

ANALYSIS of the ANSWERING at the JULY EXAMINATIONS of 1892 and 1893—*continued.*

"ST. PATRICK'S" TRAINING COLLEGE.

	PAPERS.									
	First of First Class.		Second of First Class.		Second Class.		Third Class.		Total.	
	1892.	1893.	1892.	1893.	1892.	1893.	1892.	1893.	1892.	1893.
Number of Students examined,	.	2	50	70	48	46	46	40	144	158
Answered 90 per cent. or over,	.	.	.	.	.	.	.	.	.	.
„ 80 but under 90 per cent.,	.	.	6	2	4	.	10	8	20	10
„ 70 „ „ 80 „	.	.	29	12	18	9	17	21	65	42
„ 60 „ „ 70 „	.	1	12	26	23	28	16	11	51	66
„ 50 „ „ 60 „	.	.	11	20	3	9	3	.	17	29
„ under 50 per cent.,	.	1	1	10	.	.	.	.	1	11
Total,	.	2	50	70	48	46	46	40	144	158

ANALYSIS of the ANSWERING at the JULY EXAMINATIONS of 1892 and 1893—*continued.*

"OUR LADY OF MERCY" TRAINING COLLEGE.

—	PAPERS.									
	First of First Class.		Second of First Class.		Second Class.		Third Class.		Total.	
	1892.	1893.	1892.	1893.	1892.	1893.	1892.	1893.	1892.	1893.
Number of Students examined,	.	.	24	14	78	74	48	63	150	151
Answered 90 per cent. or over,	.	.	.	.	.	.	.	.	.	.
„ 80 but under 90 per cent.,	.	.	3	.	3	.	6	8	12	8
„ 70 „ „ 80 „	.	.	14	1	10	8	23	21	47	30
„ 60 „ „ 70 „	.	.	6	7	26	24	17	18	49	49
„ 50 „ „ 60 „	.	.	1	4	39	37	2	15	42	56
„ under 50 per cent.,	.	.	.	2	.	5	.	1	.	8
Total,	.	.	24	14	78	74	48	63	150	151

ANALYSIS of the ANSWERING at the JULY EXAMINATIONS of 1892 and 1893—*continued.*

"CHURCH OF IRELAND" TRAINING COLLEGE.

—	PAPERS.																			
	First of First Class.				Second of First Class.				Second Class.				Third Class.				Total.			
	1892.		1893.		1892.		1893.		1892.		1893.		1892.		1893.		1892.		1893.	
	M.	F.	M	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Number of Students examined,	1	.	.	.	2	1	4	1	18	29	14	35	15	36	11	34	36	66	29	70
Answered 90 per cent. or over,	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
„ 80 but under 90 per cent.,	.	.	.	.	1	.	.	.	1	.	1	.	1	2	3	.	3	2	4	.
„ 70 „ „ 80 „	.	.	.	.	1	1	.	.	3	5	1	1	6	7	6	4	10	13	7	5
„ 60 „ „ 70 „	1	.	.	.	.	.	3	.	7	14	4	14	6	21	2	15	14	35	9	29
„ 50 „ „ 60 „	.	.	.	.	.	.	1	1	7	10	7	18	2	6	.	15	9	16	8	34
„ under 50 per cent.	.	.	.	.	.	.	.	.	.	.	1	2	.	.	.	.	.	.	1	2
Total,	1	.	.	.	2	1	4	1	18	29	14	35	15	36	11	34	36	66	29	70

ANALYSIS of ANSWERING at the JULY EXAMINATIONS of 1892 and 1893—*continued.*

"DE LA SALLE" TRAINING COLLEGE.

—	PAPERS.									
	First of First Class.		Second of First Class.		Second Class.		Third Class.		Total.	
	1892.	1893.	1892.	1893.	1892.	1893	1892.	1893.	1892.	1893.
Number of Students examined, ...	1	.	7	2	17	42	39	26	64	70
Answered 90 per cent. or over, ...	.	.	.	.	.	.	.	.	.	.
„ 80 but under 90 per cent., ...	.	.	.	1	.	.	12	5	12	6
„ 70 „ „ 80 „	.	.	2	.	5	18	20	16	27	34
„ 60 „ „ 70 „	1	.	2	1	11	15	7	5	21	21
„ 50 „ „ 60 „	.	.	2	.	1	8	.	.	3	8
„ under 50 per cent., ...	.	.	1	.	.	1	.	.	1	1
Total, ...	1	.	7	2	17	42	39	26	64	70

CANDIDATES in the undermentioned Training Colleges were Examined in the different Subjects set forth in following Table :—

SUBJECT.	"MARLBOROUGH STREET," 91 Male and 101 Female Queen's Scholars in Residence.						"ST. PATRICK'S," 158 Queen's Scholars in Residence.						"OUR LADY OF MERCY," 151 Queen's Scholars in Residence.						"CHURCH OF IRELAND," 29 Male and 70 Female Queen's Scholars in Residence.						"DE LA SALLE." 70 Queen's Scholars in Residence.					
	No. examined.		No. Passed.		Percentage.		No. examined.		No. Passed.		Percentage.		No. examined.		No. Passed.		Percentage.		No. examined.		No. Passed.		Percentage.		No. examined.		No. Passed.		Percentage.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Agriculture,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	3	–	2	–	66·6	–	–	–	–	–	–
Botany,	–	–	–	–	–	–	–	–	–	–	–	–	–	3	–	0	–	00·0	–	–	–	–	–	–	–	–	–	–	–	–
Chemistry (Inorganic),	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Cookery,	–	62	–	62	–	100·0	–	–	–	–	–	–	–	15	–	12	–	80·0	–	34	–	26	–	76·4	–	–	–	–	–	–
Domestic Economy,	–	37	–	24	–	64·9	–	–	–	–	–	–	–	29	–	29	–	100·0	–	34	–	32	–	94·1	–	–	–	–	–	–
Drawing,	80	81	38	48	47·5	59·2	78	–	33	–	42·3	–	–	65	–	47	–	72·3	22	26	18	21	81·8	80·8	49	–	20	–	40·8	–
French,	9	8	5	2	55·5	25·0	14	–	2	–	14·3	–	–	15	–	13	–	80·0	3	4	2	0	66·6	00·0	6	–	5	–	83·3	–
Handicraft,	19	–	10	–	52·6	–	–	–	–	–	–	–	–	–	–	–	–	–	19	–	7	–	36·8	–	–	–	–	–	–	–
Heat and Steam Engine,	–	–	–	–	–	–	72	–	26	–	36·1	–	–	–	–	–	–	–	3	–	1	–	33·3	–	–	–	–	–	–	–
Hydrostatics,	9	–	5	–	55·5	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	–	2	–	100·0	–
Hygiene,	–	44	–	43	–	97·7	44	–	8	–	18·2	–	–	3	–	3	–	100·0	–	10	–	8	–	80·0	–	–	–	–	–	–
Irish,	2	–	2	–	100·0	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	4	–	3	–	75·0	–
Kindergarten,	–	43	–	21	–	48·8	–	–	–	–	–	–	–	14	–	8	–	57·1	–	35	–	1	–	2·9	–	–	–	–	–	–
Latin,	6	–	2	–	33·3	–	3	–	0	–	00·0	–	–	–	–	–	–	–	1	–	1	–	100·0	–	–	–	–	–	–	–
Light and Sound,	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	3	–	3	–	100·0	–	–	–	–	–	–	–
Magnetism and Electricity,	9	–	7	–	77·7	–	72	–	11	–	15·3	–	–	–	–	–	–	–	–	–	–	–	–	–	3	–	1	–	33·3	–
Mechanics,	9	–	7	–	77·7	–	72	–	53	–	73·6	–	–	–	–	–	–	–	4	–	4	–	100·0	–	2	–	2	–	100·0	–
Music :—																														
Singing (Hullah),	2	7	1	3	50·0	42·8	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
„ (Tonic Sol-Fa),	33	43	25	35	75·8	81·4	45	–	29	–	64·5	–	–	56	–	44	–	78·6	4	24	4	18	100·0	75·0	24	–	11	–	45·8	–
Harmonium,	–	23	–	20	–	87·0	21	–	14	–	66·6	–	–	51	–	38	–	74·5	–	26	–	19	–	73·0	1	–	1	–	100·0	–
Organ,	–	–	–	–	–	–	–	–	–	–	–	–	–	3	–	3	–	100·0	–	–	–	–	–	–	–	–	–	–	–	–
Piano,	–	10	–	8	–	80·0	–	–	–	–	–	–	–	9	–	7	–	77·7	1	12	0	5	00·0	41·6	–	–	–	–	–	–
Physics (Elementary),	–	–	–	–	–	–	–	–	–	–	–	–	–	18	–	4	–	22·2	–	–	–	–	–	–	–	–	–	–	–	–

The Commissioners desire it to be distinctly understood that they do not hold themselves responsible for the opinions expressed in these Reports, nor do they feel called upon to adopt any suggestions they may contain.

Marlborough Street Training College, Dublin.

Appendix C.

Reports on Training Colleges.

Mr. Peter Connellan, Head Inspector; Mr. J. Browne, District Inspector.

Mr. Peter Connellan, Head Inspector. Mr. J. Browne, District Inspector.

Dublin, 26th May, 1894.

Gentlemen,—In compliance with your instructions, we beg to furnish the following as our report on the above Training Colleges for the year 1893.

College building, repairs, &c.

Considerable improvements in the sanitary arrangements, repairs, painting of the college buildings and practising schools, which had been allowed to some extent to get into a rather shabby, if not unhealthy condition, were made during the year, and we believe the establishment is now in good working order.

Change in staff.

Dr. Joyce, Professor, having retired on pension from the Board's service, has been succeeded by Mr. George Peyton, B.A. This was the only change in the professorial staff during the year.

Training satisfactory.

That the training of the students has been thorough and effective, is proved by the satisfactory answering of the several grades of candidates at the July Examinations.

On getting charge of the College we found 88 male, and 104 female Queen's Scholars in it and one extern teacher, making a total of 193 students. These were divided into 1st, 2nd, and 3rd divisions.

Males,	.	10	First Division ;	42	Second Division ;	36 Third Division.
Females,	.	9	„ ;	55	„ ;	41 „

Examination in practical teaching.

We spent a fortnight in May, in examining the students in practical teaching. Each student was required to teach—first, a lesson on a previously prepared subject from notes of lessons; secondly, on some subject suggested by us, and to write a criticism on the manner and method of the teacher coming next on the list. The prepared lessons included nearly all the subjects usually taught in schools. The notes were drawn up on the same uniform plan, neatly and clearly written; and were, on the whole, skilfully prepared, and well adhered to. The students of the senior divisions—10 males and 9 females, who had had considerable experience before entering the College, and who were, with two exceptions, very clever young people, acquitted themselves most creditably, as to tone, manner, discipline, method of imparting instruction, and strict relevance to the subject taught. In the case of students of the Second division, nearly all did fairly well—some very well—in teaching the subject in which they had prepared notes; but many of them failed more or less in the "*surprise*" subject. This was especially the case in the Geography lessons which should have been made more

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Reports on Training Colleges.

interesting, and should have been taught in a more lively manner. The three divisions were examined by written papers in School-keeping, including a knowledge of the Board's Rules and Regulations, Instructions for keeping the several School Accounts, &c., and the answering was for the most part creditable.

Mr. Peter Connellan, Head Inspector. Mr. J. Browne, District Inspector.

Cookery.

We spent one day in examining the female students in Cookery, and we were much pleased with the way in which all acquitted themselves. They entered on the task allotted to each with readiness and zest, and did it with a deftness and skill that were truly admirable. They were subsequently examined by written papers on questions drawn from their text books; and the answering was in many cases excellent, in the others either *good* or *fair*.

Students at end of course.

There were at the close of the year in the Colleges, 95 males and 103 females.

The following is the classification, according to religious denominations :—

—	R.C.	E.C.	Pres.	Meth.	Others.	Total.
Males, ...	34	11	39	10	// 1	95
Females, ...	27	15	47	13	1	103
	61	26	86	23	2	198

We are, gentlemen,

Your obedient servants,

PETER CONNELLAN, Head Inspector.

J. BROWNE, District Inspector.

The Secretaries,

Education Office.

Mr. A. Purser, Head Inspector. Mr. W. P. Headen, District Inspector.

Mr. A. PURSER, Head Inspector, and Mr. W. P. HEADEN, B.A., District Inspector.

Dublin, 14th April, 1894.

Colleges.

GENTLEMEN,—In accordance with your instructions we beg to submit our Report for the year ended August, 1893, upon the following Training Colleges, under local management, viz. :—St Patrick's for Male Roman Catholic Teachers, Our Lady of Mercy for Female Roman Catholic Teachers, and Church of Ireland for Male and Female Teachers of the Protestant Episcopal Church.

Buildings.

The buildings continue to be maintained in excellent order. The additions to the Church of Ireland Training College, comprising a gymnasium and a special room for cookery and drawing have been brought into use. The new range of buildings for St. Patrick's, in course of construction when we furnished our last report, has been completed, and renders this college one of the finest with which we are acquainted. The libraries in connexion with these two colleges are well stocked with educational and other works, and the facilities for study they afford are largely availed of by the students.

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Reports on Training Colleges.

The number of Queen's Scholars passing through these colleges during the year 1892-3, who were present at the end of the course, was 408, distributed as follows :—158 in St Patrick's, 151 in Our Lady of Mercy, and 99 (29 males and 70 females) in Church of Ireland.

Mr. A. Purser, Head Inspector. Mr. W. P. Headen, District Inspector.

Course of training.

As stated in our report of last year, the course of training in these colleges consists of two great divisions—(1) instruction in the theory and practice of education, and (2), instruction in the subjects, both ordinary and extra, included in the Commissioners' Programme for the Examination of Teachers—the first strictly formative and professional, the latter, largely cultural and liberal. The combined effect of both these divisions in determining power and culture in the individual student depends for its success upon the efficiency and relative adjustment of each kind of instruction, as well as largely upon the antecedent opportunities and circumstances of the student himself.

Both these elements, viz. :—The instruction as regards its quantity, scope, and result, and the students in regard to the circumstances named, deserve some special notice.

Instruction in the art of teaching.

Instruction.—The best guarantee of the thoroughness of the instruction given in these colleges is afforded by the careful selection of the staff employed in them. In each college the several subjects of the programme are entrusted to men of high University rank; and the strictly professional branches are in the hands of ex-teachers of distinguished service and superior merit, so that whatever may have been the previous opportunities of the Queen's Scholars before entering college, the circumstances attending their course therein are most favourable.

With reference to the purely professional work of the colleges, viz., the opportunities and the instruction they afford in the theory and practice of education, no change has taken place since our last report. The general practice in the colleges is to divide the students into sections, and to entrust each section for one week in turn with charge of the several classes in the practising schools attached to the college. One student of the section takes charge of the practising school as principal teacher, and is thus responsible for the time being for the order and discipline of the school, the regularity of class movements, the observance of the time table arrangements, &c. He, or she, is in this way afforded an opportunity of observing the working of the school as a whole, and is consequently enabled to realise the extent and nature of the duties which will devolve on him when placed in charge of a school. Each of the other students of that section takes charge of a special class or draft, and is held responsible for the management of it during the week. He must follow strictly the time table of the school, both as to the order and the extent of matter to be taught. He has likewise to prepare "notes of lessons" on each subject he teaches. These have to be submitted to the professor of method, who is present in the practising school while the section is in charge, noting how each student controls his class and teaches his lesson. The professor is thus enabled to point out defects of every kind—of manner, of method, and of control, as well as the most effectual means of remedying them. And this he does, not merely by suggestions, but by teaching model lessons himself from time to time before the students. The division of the Queen's Scholars into sections is so made as to afford each individual the greatest amount of practice in teaching that the opportunities of the college and the practising school allow; but owing to the very large number of Queen's Scholars in residence, compared with the number

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Reports on Training Colleges.

Mr. A. Purser, Head Inspector. Mr. W. P. Headen, District Inspector.

of pupils in the practising schools, and to the comparatively short time that each Queen's Scholar can be left in the schools, the amount of practice is rather less than in a perfect system of training would seem desirable. It is evident that this work of the college is of a highly important and practical character, and it is particularly pleasing to us to report here that in each of these colleges, as far as their circumstances allow, it has been done during the year with earnestness, thoroughness, and efficiency. In one or two directions we are of opinion that there is room for improvement. Lectures on the science of education, based on broader principles than those of the purely technical manual, which forms the text-book in 'Method' for all the colleges, should be more systematically given. A knowledge of the steps of mental growth, the instincts of childhood, the cultivation, and the development of the powers of observation and judgment, and similar psychological matters, should be imparted by lectures quite distinct from those that deal with pedagogy merely as a craft.

Principles of method should be taught.

"Mind is the real subject of education. To develope mind, to form character, is the end of school as of all education, and it is incumbent on the normal school to reveal to the prospective teachers of the children of the state how they may best use the subjects of instruction and other exercises of the school as a means of developing mind and forming character. This requires a knowledge of the nature, processes, laws, and products of the human mind in general, and at different stages of its development." *

Infant instruction in boys' schools.

Again, in the colleges for male students we think that some modification of kindergarten ought to be introduced into the practising schools attached. In many boys' schools throughout the country there are large Infant and First classes which are engaged day after day from year's end to year's end at purely literary work. This is most wearisome to teacher and children, and in the case of the latter, tends in many instances to arrest mental growth at the period of its greatest activity. Suitable object lessons, accompanied by a selection of Froebel's gifts employed systematically, would infuse a freshness into the school-life, besides tending to develop those powers of observation, imitation, and construction in the children for which they were purposely designed, and would moreover form the basis of a system of technical education which must of necessity be grafted on our purely literary system before long, if we are to hold our own with other countries in human progress.

Instruction in special branches.

With regard to the second kind of instruction, viz., that in the subjects, both ordinary and extra, included in the Commissioners' programme for the examination of teachers, the colleges, as we have already remarked, afford their students the most favourable opportunities as to professors, appliances, and arrangement of studies for acquiring and perfecting their knowledge of these subjects. This part of their training may be regarded as cultural to a great extent, and for that reason it is none the less important. No doubt they have the opportunity of hearing the various subjects of this course handled in the most skilful fashion by their professors, and so far the lectures have a professional bearing; but as the subjects are in many cases beyond the scope of what they may themselves be called upon to teach, the value of the lecture lies, so far as matter is concerned, in that it adds directly to the information of the students, liberalises their minds, and creates or fosters a desire of knowledge, all which cannot but re-act most favourably on their work in after school life.

Examination.—The immediate and direct test of the efficiency and effect of these two kinds of instruction lies in the several examinations to which the students are subjected during, and at the end of, their

* Joseph Carhart, President of State Normal School, Wisconsin.

course of training. On these we propose to offer a few remarks, but we may first observe that *the value of the training is measured ultimately by the practical results achieved in the schoolroom* when the student becomes the teacher, and we may add that our experience, gathered from the inspection of schools scattered through all parts of the country, is encouraging on this point.

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Reports on Training Colleges
Mr. A. Purser, Head Inspector. Mr. W. P. Headen, District Inspector.

Taking them as a whole, the work of the teachers trained within the past decade is superior, both in quality and quantity, to that achieved in the school-room by any other class of teachers.

At the same time, as we pointed out in our last report, a few teachers leave the colleges with high classification, but, whether from want of aptitude, or from want of zeal and earnestness, fail to realize in the work of the school-room the ideal associated in our mind with the designation—a First Class trained teacher. Hence the importance to managers and the public, when selecting the staff of a school, to regard not so much the high classification of a candidate as the possession of a training diploma, First Grade, if possible, which is granted only on the completion of two years of efficient service after the Queen's Scholar has left the college. To return to the subject of the college examination, the Queen's Scholars are subjected to three at the end of each session. One, of which we shall speak first, is identical with that by which the classification of teachers throughout the country is annually determined. As its issue for students in their final year decides salary as well as class, and as it is the immediate test by which the yearly success of each college is chronicled, the greatest anxiety of both students and college is naturally centred upon it. In occasional instances, now and then, the results are disappointing to both; but a brief consideration of the several classes of students who come up for training will serve to show that such results are merely what might have been expected.

Importance of diploma.

July examination.

Queen's Scholars.—The Queen's Scholars comprise two classes of students, viz.:—(1) Principal and Assistant Teachers undergoing one year's course; and (2) ex-pupil teachers, ex-monitors, and others selected by competitive examination on Third-class teachers' programme, undergoing a two years' course. The one year's students rank at least in Third class before entering the Training College, and these are examined at the end of their course on Second class or "B" papers, and promoted to Second class if their answering is satisfactory. A large proportion of the one year's students, however, have secured promotion to Second class at the annual examinations in their own districts before coming up to training, and these, if they pass a test examination the preceding December, are allowed to present themselves at the end of their course in July on "A" papers for promotion to second division of First class. A further small number up to the present rank in First class before entering the college, and are examined at the end of their course on the papers set to teachers seeking promotion to first division of First class. These one year's students are accordingly persons of more or less experience as teachers; some of them have been engaged in the profession for years; and with these, the chief, if not the sole object in entering the Training College is to avail themselves of the ample opportunities it affords in that course of instruction which will enable them to pass their final examination, and thus secure promotion to a higher class. This is natural, though it may be regrettable. They are not so much concerned with the formative as with the cultural aspect of their studies and opportunities, and with the latter most probably only to the extent of securing thereby their own promotion to

Classes of Queen's Scholars:—(1) Recognised teachers.

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Reports on Training Colleges.

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a higher class; and as some of them are persons approaching middle age who have failed to secure this promotion at their own district examinations, or who perhaps are out of the habit of study for years, it is not surprising to find failures amongst them at their final examination.

(2) Candidate teachers.

The two years' students are invariably examined on Third class or "C" papers at the end of their first year. These students are without exception young persons, recruited chiefly from the monitorial class, who have already qualified upon an examination of the same extent and character as that to which they will be subjected at the end of their first year of training. They are aspirants to the profession of teaching, and regard the Training College solely as an institution wherein they may equip themselves with the fullest information, and with the most skilful methods for efficiently discharging the duties of teacher as soon as their course is finished. They enter the college therefore concerned no less with the formative than with the cultural aspect of their opportunities; they are of an age too, when the strain of study is less severely felt, and as a consequence they pass their examinations each year with scarcely a failure and with a high average per centage of answering. The following table shows how the 408 Queen's Scholars referred to in this report answered at the July examinations of 1893, and the study of it will illustrate the conclusions drawn above as to the relative success of one-year and two-year students.

TABLE

TABLE.

—	Our Lady of Mercy.					St. Patrick's.					Church of Ireland (Males).					Church of Ireland (Females).				
	One Year Students.		Two Year Students.		Total.	One Year Students.		Two Year Students.		Total.	One Year Students.		Two Year Students.		Total.	One Year Students.		Two Year Students.		Total.
	A1.	A.	B.	C.		A1.	A.	B.	C.		A1.	A.	B.	C.		A1.	A.	B.	C.	
Answered 90 per cent. or over,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
" 80 " but under 90,	-	-	-	8	8	-	2	-	8	10	-	-	-	3	4	-	-	-	-	-
" 70 " " 80,	-	1	1	21	30	-	12	-	21	42	-	-	1	6	7	-	-	1	4	5
" 60 " " 70,	-	7	3	18	49	1	25	-	11	65	-	3	-	2	9	-	-	-	15	29
" 50 " " 60,	-	4	17	15	56	-	21	-	-	30	-	1	1	-	8	-	1	-	15	34
" under 50,	-	2	4	1	8	1	10	-	-	11	-	-	-	1	1	-	1	1	-	2
Average percentage,	-	14	25	63	151	2	70	-	40	168	-	4	1	11	29	-	1	1	34	70
	-	61·1	53·3	68·5	-	56·9	60·8	-	75·4	-	-	63·8	50·6	72·5	-	-	57·8	40·0	57·0	-

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Reports on Training Colleges.

Mr. A. Purser, Head Inspector. Mr. W. P. Headen, District Inspector.

In addition to the subjects that are essential to classification, the following were taken up by some Queen's Scholars, namely, Music, Drawing, Kindergarten, Latin, French, Botany, Hygiene, Domestic Economy, Cookery, and Handicraft. As a rule only a moderate number of students presented themselves for examination in any of these subjects, except in the case of the Church of Ireland College, where all female students in their final year are required to present themselves in kindergarten, domestic economy, and cookery. As regards music and drawing we consider it a matter for regret that more do not present themselves in all the colleges, and that so many fail to satisfy the examiners. Drawing as it forms so excellent a mental training, and is, moreover, of such practical utility in every-day life, ought in the opinion of many to be treated as an essential subject for a teacher; and we have no doubt that it is well deserving of greater prominence than has hitherto been given to it.

"Extra" subjects.

"Special" method examination.

Besides the July Examination, which, in its bearing upon the students personally, is the most important event in their course, two other tests are employed to determine their qualifications as teachers, and these two are of a decidedly practical and professional character. One of these consists of a special paper of questions on methods of teaching, so framed as to test their acquaintance with the more obvious Rules of the Board, with the requirements of the School Programme, and the treatment of children under the ordinary circumstances of school life. It may be interesting to note how the different classes of students succeed in this test. Taking the case of "St. Patrick's" College, which is in this matter typical of all three, the percentage mark obtained by 72 one-year students, who were examined the following July, on First-class papers, was 62·2. The percentage obtained by 46 two-year students in their second year was 56, and the percentage obtained by 40 two-year students in their first year was 51·4. The practical acquaintance with the Board's Rules, the practical knowledge of the School Programme acquired in the actual every day administration of it, and the more or less lengthened experience in the school-room as responsible teachers, come to the aid of the one-year students in this test.

Test in actual teaching.

The third test as explained in our last report is of a four-fold character, viz.: (1.) the preparation of notes of lessons on three different subjects; (2.) the teaching of at least part of one of these lessons; (3.) the teaching of an unprepared lesson; and (4.) the criticism of the lessons given by another student. This test is applied in May or June preceding the final examination, and is restricted to Queen's Scholars in their final year. It is one excellently designed and specially efficient to determine the capacity of the student in the three-fold functions of his office as teacher, viz.: power of arranging his instruction methodically, power of imparting it efficiently, and power of determining judiciously the course to be pursued in the ordinary teaching of his classes. Our judgment based on the issue of this four-fold test is represented by a percentage mark assigned to each student, and the following table shows how the students of each college scored:—

[TABLE

TABLE.

	Church of Ireland.																					
	Our Lady of Mercy.				St. Patrick's.				Males.				Females.									
	One Year.		Two Year.		One Year.		Two Year.		Total.	One Year.		Two Year.		Total.	One Year.		Two Year.		Total.			
	A.	B.	B.		A.	B.	B.			A.	B.	B.			A.	B.	B.					
Over 90 per cent.,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
80 but under 90 per cent.,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
70 „ 80 „	-	1	2	3	7	-	1	8	3	-	4	7	-	-	-	-	6	6				
60 „ 70 „	8	13	19	40	31	-	16	47	1	1	7	9	-	1	14	15						
50 „ 60 „	6	12	27	45	32	-	29	61	-	-	2	2	1	-	14	15						
Under 50 per cent.,	-	-	-	-	2	-	-	2	-	-	-	-	-	-	-	-						
Average per-centage,	56·4	57·3	56·5	56·7	58·2	-	55·7	57·3	63·7	65·0	63·8	65·0	55·0	60·0	60·0	59·8						

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Reports on Training Colleges.

Mr. A. Purser, Head Inspector. Mr. W. P. Headen, District Inspector.

It is interesting to note that in this test also the one-year students score highest on the whole. This again is due mainly to their practical experience, which gives them a certain degree of ease and readiness in acquitting themselves under this test; but it in no way furnishes an argument in favour of one year's training rather than of two years.' On the other hand, however, it is encouraging to find that those teachers who enter the colleges chiefly with the view of advancing in their classification are able to hold their own against the younger men in the art of teaching.

In conclusion we desire to state that though we do not expect the Training Colleges to work miracles, or to effect a sudden revolution in the character of our schools, we do entertain great hopes that they will turn out a high average of earnest, faithful, and efficient teachers, strongly imbued with a sense of the value and sacredness of their duties.

We are, gentlemen,

Your obedient servants,

A. PURSER.

W. P. HEADEN.

The Secretaries,

Education Office.

DE LA SALLE TRAINING COLLEGE, WATERFORD.

Mr. Peter Connellan, Head Inspector. Mr. A. P. Morgan, District Inspector.

Mr. PETER CONNELLAN, Head Inspector; Mr. A. P. MORGAN, B.A., District Inspector.

Dublin, 26th May, 1894.

GENTLEMEN,—We beg to submit, for the information of the Commissioners, our report on the De La Salle Training College for Male Roman Catholic students at Waterford, conducted by the Brothers of the Christian Schools.

Number of students.

During the past year the College has been certified for 120 students, being an increase of 50. No change has taken place with regard to the buildings in which the work of the institution is carried on, or in the practising school.

Buildings.

The premises occupied at present, which will be replaced by the new building in July, are in good order, and afford just sufficient accommodation for the students on the register.

Provision for agriculture.

The Conductors, recognising the very great importance to the young men under their charge of a practical acquaintance with agriculture, have recently acquired a farm within a short distance from the College. On this farm, as in the case at the Albert Model Farm, Glasnevin, it is proposed to carry out tillage rotations, cottage gardening, rearing of live stock, &c., according to the most improved methods. The practical farming will be carried on under the supervision of a Professor of Agriculture, who will also deliver lectures to the students. The qualifications of the Members of the Professorial staff are of a very high order, most of whom are members of the "De La Salle Order;" and the result of the July examinations, shows that they have given efficient instruction in the various branches of the programme for teachers.

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Reports on Training Colleges.

Mr. Peter Connellan, Head Inspector. Mr. A. P. Morgan, District Inspector.

The number of Queen's Scholars at the end of the Session in 1893 was 70, of whom 43 then completed their course.

The Medical Officer reports that no case of serious illness has occurred during the year, and that the sanitary arrangements are good.

As a result of the fact that the future position of each student is largely determined by the result of the annual July examinations, a very great deal of the course of instruction is directed to enabling them to prepare papers in what they have learned.

Lectures are delivered by the Professor of Method on the educational methods recommended in the hand book sanctioned by the Commissioners, and while the teachers' programme remains unaltered it is unlikely that much more attention will be paid to the great difference between *instruction* and *education*.

Number of students at end of course.

Health of students good.

July examinations.

Work in practising school.

In the large and efficiently conducted practising school of St. Stephen's (average attendance 350), opportunity is afforded to the Queen's Scholars of exemplifying the methods inculcated in the lectures to which they have listened, and from which they prepare notes. Steps are being taken to erect larger and more commodious schools. Owing to the large number in each class in this school a student can only be placed as a rule in charge of one class at a time, and thus sufficient opportunity is not afforded for practice in the method of conducting a school composed of several classes, such as are the rural schools in which nearly all the Queen's Scholars will be engaged when they leave the College. During next year it is expected that a smaller practising school, with an average attendance of about 70, will be available for the students.

Criticism lessons.

The Criticism lesson, which is one of the most important agencies in training the teacher in the practice of his art, was given in our presence early in the session. In a lesson of this kind a young teacher has great temptation to make a display of his own knowledge of the subject, rather than his power to grasp the mental ability of the pupils, and to convey most effectively the information he wishes to give. The views of the Professor of Method, who is always present at these lessons, are most efficacious in correcting defects in such cases.

At the criticism test in June last, Mr. Stronge (now Head Inspector), was then in charge of Waterford District, and was present throughout. He agrees in the substance of this Report. While the lessons were fairly taught, and the prepared notes well adhered to, there was considerable weakness in the capacity to grasp an unprepared subject, and to render it interesting; and the criticism of the students upon one another was weak and stereotyped. They all, however, afforded evidence of having received sound instruction in the art of teaching.

At the July examinations for classification only one failed. We regard this as a highly creditable result in respect to literary proficiency.

Drawing and singing.

One of the regulations of this College is, that all Queen's Scholars should attend the examination for certificates in drawing, and that all, except those prevented by physical deficiency, should be candidates for certificates in vocal music (Tonic Sol Fa). This regulation is in accordance with the Commissioners' requirements.

A wise course is adopted in not occupying too much of the students' time in preparing for examination in what may be called "ornamental extras."

We are, gentlemen,

Your obedient servants,

PETER CONNELLAN, Head Inspector.

A. P. MORGAN, District Inspector.

Appendix C.

Reports on State of Schools.

Mr. Newell, Head Inspector.

Cork.

W. O'B. NEWELL, A.M., Head Inspector.

Rushbrooke, Co. Cork,

20th March, 1894.

GENTLEMEN,—I beg to submit for the information of the Commissioners the following General Report on the group of districts in my charge. The head quarters of these are at Cork, Youghal, Mallow, Dunmanway, Bantry, Millstreet, Rathkeale, Tralee, Killarney, Listowel.

The District Inspectors.

I think the District Inspectors are making every possible effort to improve the state of the schools entrusted to them, and I do not see how the present staff can do any more work. Should the operation of the Education Act of 1892, or any other cause, bring a larger number of pupils to school, the increased work will have to be provided for by increasing the inspection staff.

It is beyond question that many of the districts in this circuit are amongst the heaviest in Ireland, owing to the larger number of pupils in the senior standards, and the number of extra branches taken up.

Check examinations.

The District Inspectors appear as a rule to interpret the results programme very accurately. I give below the percentage of passes made respectively at the annual results examinations, and at similar check examinations held by me a few days before or after.

The results attained are very close, almost identical in some cases. Indeed had I examined some of the schools over again myself next day, it is possible there might have been a greater divergence between my own two examinations, than there was between mine and that of the District Inspector.

District Inspector.	School.	Percentage of Passes awarded by the District Inspector.	Percentage of Passes awarded by the Head Inspector.
Mr. A.	1	86·9	84·7
	2	79·2	71·9
	3	83·8	80·4
	4	91·2	82·9
Mr. B.	1	85·9	87·8
	2	85·4	85·4
Mr. C.	1	69·7	85·1
	2	84·5	84·0
Mr. D.	1	84·0	82·6
	2	69·9	76·9
Mr. E.	1	83·4	86·5
Mr. F.	1	82·3	73·6
Mr. G.	1	92·1	91·3
Mr. H.	1	92·0	87·1
Mr. I.	1	85·2	84·2
Mr. J.	1	93·9	95·5
Mr. K.	1	75·1	82·1
	2	85·5	90·2
	3	80·4	86·5
Mr. L.	1	85·7	90·7

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These percentages, some of which depend on the award of upwards of three hundred marks, show how carefully the District Inspectors examine, and how safe the interests of the teachers are in their hands. Of course the presumption is that the percentage of passes given by the Head Inspector, who is generally a stranger, will be a shade less than will be awarded by the District Inspector, with whose manner, and with the direction of whose questions the teachers and pupils are likely to be familiar.

School buildings.

The freedom from damp, the due warmth, the ample ventilation of the school rooms, and the sanitary state of the school-house and offices, are matters of the utmost importance—matters on which at all my inspections I lay the greatest stress, and about which I usually write some observations, laudatory or otherwise.

I believe the District Inspectors are also fully alive to the importance of this subject, and are doing their best to have all unsuitable school-houses improved or replaced.

In my own home district, I have to report that excellent vested schools have recently been built at Passage West by Canon Casey, P.P., for the Sisters of Mercy. I had hoped that new buildings would also have been erected during the year at New Glanmire, and at Ringaskiddy, but unfortunately there was a difficulty about obtaining sites. However the amendment last autumn of the Act relating to compulsory purchase of sites, will soon enable the managers of those schools to put their good intentions into practice.

Building grants can now be obtained from the Commissioners on such liberal terms that one may justly wonder at seeing such a thing as a bad type of school-house. Still, not a few over-crowded, ill-constructed, poorly furnished school-houses are to be found in all districts, and some of them in most conspicuous situations, so that passing tourists will often take away an unfair and unfavourable impression as to our educational progress. But, looking on this part of Munster, as a whole, I am inclined to think that, as far as school-buildings are concerned, it is fully abreast, if not ahead, of other parts of the island, and that the majority of the school-houses are comfortable.

Distribution of schools and of population.

The existing number of schools fairly supplies the wants of all the rural districts, and the same may be said of the existing schools in the towns, under present circumstances. Here and there in a town, however, a new school may still be needed to meet the wants of a part of the population, which must have education brought to its very door, and will not budge to seek it afield. As an example of this, I may cite the school recently built near Blarney-street, Cork, by Canon O'Mahony, P.P. Within a radius of a quarter of a mile are several efficient schools, yet, when I visited this new school last summer, I could see at a glance that I was surrounded by a number of children most of whom had hitherto been wholly strangers to school discipline.

Attendance in 1893.

Last year the weather was most favourable to the attendance of children at school. Early in March a spell of warm, sunny, rainless weather began, and lasted well into July. No more phenomenal period of fine weather has, perhaps, happened during the century. Even after July there was no very continued broken weather or great severity, except for a week or so during the Christmas holidays, when, early in January, there was a fall of snow, followed by a few nights of the most intense frost remembered in the south.

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The harvest, too, was above the average, and the people could afford to send their children regularly to school, and could not plead either storm or want as an excuse for not doing so The only valid plea for absence was the prevalence of influenza. This epidemic still continued, in a milder type, no doubt, than in 1890, '91, and '92, yet in places it was very widespread and often fatal, for instance between Killarney and Cahirciveen.

School fees.

The practical abolition of school fees from October 1st, 1892, gave a slight fillip to the attendance, but a very slight one. Most schools under Roman Catholic management are now free, but the excess fee allowed continues to be paid in many schools under Protestant management.

It must, of course, be understood that the average fee in the majority of schools, when the new rule came into force, was under 6*s.* a head, and that in the greater number of the remaining schools it was a mere trifle above that; so, in order to compete with the free schools in the neighbourhood, nearly all teachers have abandoned their right to charge an excess fee. Pupils ought now to have plenty of money to spare for books and stationery, though I have heard teachers complain that the idea was abroad that these ought also to be obtained free.

School banks.

The system of school banks which the Commissioners have recently inaugurated in connection with the Post-Office is no doubt calculated to encourage habits of thrift amongst the pupils, and will possibly take root after a time in the rural districts. But people of the towns are fully aware of the advantages of the Post Office Savings Bank, and often teach their children to make deposits there. When the teachers of the Cork Model School spoke to their pupils on the subject they found that about 15 per cent. of them had accounts already in the Post Office Savings Bank, and one precocious little financier said he had put his money by in a conjuring box, where no doubt he expects it to accumulate at a higher rate than $2\frac{1}{2}$ per cent. I fear that the attractions of the basket of the old applewoman who attends at playtime, when coupled with the natural generosity of the Irish character, tend to counteract the successful inculcation of those lessons of forethought, and the formation of those commercial habits which it is so desirable the children should acquire.

Managers.

Taking the management of the schools as a whole, I think it may be regarded as active and judicious. The chief directions in which one could wish for some slight change are in, perhaps, an over-proneness in some instances to support the teachers against official authority, and a prejudice in favour of the local third-class candidate over the first-class stranger when a school becomes vacant. In general the relations between the Managers and the District Inspectors appear to be of a cordial character.

Teachers.

The teachers in this part of Ireland are very hard-working, and are as a rule much respected. They seem to be comfortable and contented. A considerable number obtained promotion at the July examination of 1893, and judging from the lists now passing through my hands the number who will attend the coming July examination will be unusually large. The general aim seems to be to obtain second class at a district examination, and then to go to a training college and look for first-class. Of course as nearly every teacher, the state of whose school is at all good enough to secure his admission, now seeks admission to the examinations, it is not to be expected that the percentages of successes can always continue as high as hitherto.

The position of monitor, which very often leads up to a subsequent appointment as teacher, is eagerly sought for. The monitors in this circuit are in general well chosen, and failures at examinations are of rare occurrence. The answering made for the Reid prizes in the Kerry schools has been of a high order.

The two Model Schools in my charge are those at Cork and Dunmanway. The latter is well conducted, but the attendance, which consists chiefly of Protestant children, is comparatively small.

Monitors.

There is a large attendance of various denominations at the Cork Model School; however, the growth in numbers which was apparent until 1891, has been checked, and does not seem likely again to continue. I would attribute this in no small measure to the frequent occupations of the building as Courts of Assize, owing to the burning of the county courthouse.

Model schools.

The classification of the teachers of this Model School is exceptionally high, and the character of the instruction imparted is varied and satisfactory. Both Model Schools perform with considerable success the important function of training pupil teachers. Indeed it is surprising how few of these young persons fail to obtain classification after only nine or ten months study, for they come into residence often backward in many subjects, generally so in methods, lesson books, spelling, and book-keeping.

There is in the Cork Model School a class in Physical Science. The subjects taken up are Heat, Light, and Sound, Physiography, and Magnetism and Electricity. These classes are held in connection with the department of Science and Art, and the percentages of passes obtained have been satisfactory. In the teaching of these subjects illustration forms a main part, and several of the pupils have afterwards distinguished themselves in the Queen's College, owing, they say, to their early training in these Science Classes.

The pupils who attend are volunteers from the Sixth Class, and the pupil teachers. No method of selection or inducement is adopted; generally those whose tastes lie in that direction attend. One of the class rooms has recently been fitted up with gas and water supply, and with screens on the windows for darkening purposes, to serve as a small laboratory.

The demand for high school fees in the Model Schools, when most of the surrounding schools are free, is a matter which involves many difficulties. I am not prepared to say that if the Treasury allowed all fees to be abolished the attendance would rise, but I am of opinion that it would increase were it possible to reduce the excess fee chargeable somewhat.

General proficiency of schools.

Looking to the general nature of the work done under the results system in the schools in this circuit, I think it may be regarded as to a great extent satisfactory. No doubt the system has its defects, yet it is hard to imagine any other with less defects, or under which the many would be less liable to neglect owing to a teacher's devotion to a few of the more intelligent and interesting pupils.

I may here allude to one very important matter in connection with methods of teaching, in which I notice that a mistake is not uncommonly made by teachers, it is that they put too great strain on pupils' memory, and depend over much on rote teaching. Now, the memory, can, no doubt, be strengthened like the muscles, by judicious training, but to hope to improve it by thrusting a mass of details on it is as vain as to try to strengthen the body by swallowing an excess of

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food. The proper course would be to teach explanation, reasons, and principles, and then, even if the memory be at fault, the mind has a key which it can readily apply to the solution of the problems which may be set to it.

On this subject the great thinker, John Locke, says—

"I fear this faculty of the mind is not capable of much help and amendment in general by any exercise of ours, at best not by that used upon this pretence in grammar schools; and, if Xerxes was able to call every common soldier by his name, in his army that consisted of no less than 100,000 men, I think it may be guessed he got not this wonderful ability by learning his lessons by rote when he was a boy.

System of organization.

Most of the schools are organized on the bipartite system, and some of the larger ones on a tripartite time-table, yet there appears much to be said in favour of having all the pupils in the desks or all on the floor at one time, where desks and staff are adequate. One of the best organized schools I visited during the year was conducted on that principle (St. Mary's Convent, Dunmanway). I must say that I never saw "changes" gone through with more quickness and less bustle than in that school.

Reading.

Reading is a branch which should engage teachers' best attention. I fear there is no subject on the programme which is left so much to take care of itself with the expectation that the pupils are sure to scrape through the examination in some way or other. Teachers should insist on their pupils speaking out distinctly, and should see that the sense of the lessons is fully mastered.

Grammar.

Grammar.—It is my impression that over much time is spent in trying to teach pupils the accidence of grammar. The subject is generally distasteful to them, and is one which they usually forget when they leave school. A better end to aim at would be to teach the logical drift of sentences by means of analysis, to teach the use of good language, and to correct all faulty forms of expression by the building of sentences. It is not necessary for the needs of every day life that people should be able to assign reasons for the modes of speech they adopt. It is sufficient for them to know the right and to be able to avoid the wrong. No slang phrases, no provincialisms should be allowed to pass unnoticed or uncorrected. Teachers should use pure and plain English, and require the pupils to do the same.

Agriculture.

With regard to agriculture I have still to express a hope that the Commissioners may direct the portion of the text-book relating to cottage gardening to be re-written. On this subject I feel that I can speak with some confidence, and I must say that I do not think the information on such matters is adequate or put in a proper manner. The other portions of the book relating to crops, cattle, manures and drainage, are much more practical and more easily mastered. I recently came across, in the hands of the teacher of a country school, a book in which cottage gardening is admirably treated; it is styled—"Farmers' and Cottagers' Guide," written by Alex. Campbell, Horticulturist to the Board of National Education, Ireland, and published by Groombridge and Co., London, 1862. I should be glad to see much that is in this book re-produced in our present text-book.

Drawing.

The very large fee awarded for drawing has not as yet improved the proficiency in the subject, or induced many more teachers to give instructions in it. It is no doubt to the teaching given in the Training Colleges that one must look for teachers competent to conduct classes in drawing efficiently.

It gives me much satisfaction to be in a position to state that the rules which the Commissioners made in 1889 with a view to improving

industrial work in girls' schools have been attended with most beneficial results. *Appendix C.*

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A 6th class girl now rarely leaves school without a fair knowledge of how to cut out and make bodices, underskirts, blouses, night dresses, mens' and boys' shirts, &c., and to knit petticoats, caps, stockings, gloves, shawls, &c.

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This system, which a great educationalist of the 17th century adumbrated when he alluded to the way in which "children may be cozened into a knowledge of their letters, be taught to read without perceiving it to be anything but sport, and play themselves into that which others are whipped for," continues to be successfully cultivated in most of the large infants' schools.

Cork.

Needlework.

Kindergarten.

In my report for last year I suggested that tying of knots, splicing ropes, netmaking and mending would be a useful occupation for boys. I have since found the subject taken up with success in a Convent School (St. Mary's, Passage West); the boys seem to enjoy the work, and wrought at it standing round the room having the cord fastened to little hooks in the wainscoting.

I may here mention with regard to the circular knitting frames which I recommended in my report for 1892, that these can, as far as I am aware, be obtained cheapest and best from Mrs. Hibbert, St. Chad's School, Shrewsbury.

The Tonic Sol-fa system of singing is making decided progress, especially in the City of Cork, and in the Convent Schools.

Vocal music.

The Corporation of Cork has given £50 to encourage the teaching of singing in the primary schools of the city. This fund is to be administered by a well selected committee presided over by the Mayor.

In order that small schools may not have to compete with much larger ones the committee have divided the schools into two classes, the schools of each class to compete amongst themselves for separate prizes.

The competing choirs in the first class are to consist of from forty to sixty children, and those in the second class of from twenty-five to forty. A choir may consist of boys or of girls, or of both. Each choir will have to sing (1.) a harmonized piece selected beforehand by the committee, (2.) a two-part sight test, to be sung to notes and *laa*, and to write an ear test of ten notes, played or sung to *laa*, the tonic chord being first given. Twenty marks will be assigned to each test. The end of June is fixed for the first competition under this scheme. Eleven schools have entered in the first class, and all other primary schools in the city under the second class. I was greatly struck with the sweetness of the singing, and the power of reading music which the pupils of the Queenstown Convent School exhibited at the results examination last November. In addition to the Inspectors, a number of Clergymen were present, and I may safely say that all were delighted and surprised at the pitch of excellency to which the class had been brought.

So much of health and happiness depends on the success of those to whose care the culinary art is entrusted, that it is most encouraging to see this important branch of a girl's education beginning to receive attention in the large schools. It is my practice to advise all teachers of girls or mixed schools to introduce into schools that admirable little book on this subject written by Ada Pearson, and now on the Board's list. I advise that from fifth class up all girls should copy out some of the receipts in the form of letters to a friend, and exhibit these amongst their written exercises. As a guide to a teacher about to start a class

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in cookery, I give below, as an appendix, the list of dishes, &c., prepared in one of the cookery classes which I have recently inspected.

A demonstration lesson is first given to the whole class of the particular dish, and then each pupil in turn prepares it.

An effort is made to give to each pupil an intelligent knowledge of the dish she is preparing. For example—the child must be able to truss her fowl, as also to know the proper temperature of the oven for cooking it; and she must also, in the pastry dishes, weigh accurately her ingredients to teach her exactness, and she is as far as practicable encouraged to purchase her own materials to give her a knowledge of the cost.

As to domestic work generally, the children are taught to clean the utensils after using them, and to restore them to their own place, the pupils being well instructed in the useful motto "A place for everything, and everything in its place." They are also instructed in the general work of a kitchen, such as to clean a range, light a fire, clean tins, knives, pastry boards, &c., and lastly, to cut out their cooking dresses (apron, cap, and sleeves).

Compulsory Clauses of Education Act of 1892.

The compulsory Attendance Clauses of the Irish Education Act of 1892, having come into force on the 1st of January last, I shall conclude with a few remarks on their working in this circuit.

The Local Authority of the City of Cork has refused to aid in forming a committee. I believe the same thing has happened at Youghal, Midleton, Lismore, Killarney, and some other municipal towns. A committee was formed at Kinsale, but it has not met, and there are no officers appointed. The difficulty there in taking action, as in some other places, seems to be a financial one. It appears that the local authority has at present no power under the Act to strike a rate for educational purposes.

In Skibbereen and in Clonakilty, committees have been formed and have appointed attendance officers and secretaries. The attendance in the Skibbereen schools has increased, but at present I have no information as to the effect of the working of the Act in Clonakilty.

A committee was formed in Listowel, but it has had no meeting, and has not appointed any officers.

In Mallow the committee has already met several times, and the attendance officer reports that he is making a complete census of the township for school purposes, and that there is already a marked increase in the attendance at the different schools.

A committee was formed in Rathkeale, but has not yet begun to work. The Bandon Local Authorities state that their only *raison d'être* is for the cleansing of the streets, and that they are not competent to form an attendance committee.

There are no committees in the Millstreet or Bantry districts.

The committee in Tralee is working satisfactorily, and the Attendance Officer is doing useful work. The effect of the operation of the attendance clauses in that town, up to the present, has been to increase the attendance at the various schools by a total of about 200. I am informed that the appointments made on the committee by the Commissioners are popular.

At Queenstown a very representative committee, formed by five of the Town Commissioners, the Rector, the Presbyterian Minister, one R. C. and one E. C. gentleman, with the R. C. Administrator as chairman, has been working harmoniously and usefully.

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I append a table showing the average attendance in the different schools of that district during the two months which have elapsed since the Act came into force and during the same two months of 1893.

Table showing the attendance in the National Schools of the Queenstown District in January and February, 1893, and in January and February, 1894 :—

School.	Average Attendance in				Remarks.
	Jan., 1893.	Feb., 1893.	Jan., 1894.	Feb., 1894.	
Rushbrooke Convent,	21 M.	18	15	19	Increase not very marked. Many senior girls dropped off towards end of 1893. Attendance always regular.
	73 F.	72	64	81	
Queenstown Convent,	40 M.	35	79	92	Increase very decided.
	349 F.	354	378	447	
Cove, No. 1,	192 M.	170	192	230	Increase in February marked.
Cove, No. 2,	161 M.	168	178	208	Marked increase in February.
Queenstown M.,	42 M.	41	34·6	35·5	Attendance always regular. Increase in girls' school is not to be attributed to the action of the Education Act.
Queenstown F.,	39 F.	42	54	56	
Queenstown Inf.,	12 M.	10	10	14	
	20 F.	20	22	21	

The above table shows that there has been a gain of 18·6 per cent. on the whole school-going population as compared with 1893. The improvement was most felt in Queenstown Convent, and the Cove National Schools, which depend for part of their attendance on a careless portion of the population.

I have the honour to be, Gentlemen,

Your obedient servant,

W. O'B. Newell,
Head Inspector.

To the Secretaries,
Office of National Education, Dublin.

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Appendix.

List of Dishes prepared by the Cookery Class.

Breakfast Dishes.

To make tea and coffee;	To poach eggs with toast
,, boil eggs;	Porridge;
,, poach eggs;	Eggs and rashers.

Soups.

Beef tea;	Tomato soup;
Scotch broth;	Lentil soup.
Mutton broth;	

Fish.

To fry plaice;	To fry herrings;
,, hake;	Fish baked or boiled as in season.

Meat.

To boil or roast joints;	Haricot of mutton;
Broil chops and steaks;	Stewed rabbit;
Irish stew	Chicken and boiled bacon.

Vegetables.

Baked tomatoes;	Cauliflower;
Boiled potatoes;	Spanish onions;
Mashed turnips;	Beans and peas.
Boiled cabbage;	

Puddings and Pastry.

Blanc-mange.	Plum pudding
Rice pudding.	Plain boiled rice.
Sago ,,	Rhubarb pie.
Tapioca ,,	Apple tarts.
Roly-poly.	Plum tarts.
Bread and butter pudding.	Apples in paste.
Maccaroni pudding.	

Bread and Cake Making.

Brown bread.	Rock cakes.
Tea cakes.	Seed cake.
Pancakes.	Sultana cake.
London buns.	

Also plain melted butter, white sauce and parsley sauce.

All these dishes have been prepared by the pupils during the twelve months' course, and with a few exceptions, all are within the compass of the youngest child of the class.

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Mr. P. Connellan, Head Inspector.

Dublin.

Dublin, 26th May, 1894.

Districts.

Gentlemen,—I beg to submit the following General Report for year 1893, on the South Dublin group of districts.

During the year the special examination of the Queen's Scholars in residence at Marlboro' Street, and De La Salle (Waterford) Training Colleges, as well as the Results examinations of the practising schools attached to these institutions, have been added to my duties. In consideration of this addition of work, several schools have been removed from my special district, and attached to the district of which Mr. John Browne is the District Inspector. These schools include Warrenmount and Sandymount Convent schools, and thirteen ordinary schools. This arrangement leaves in my special charge two Training colleges, five Convent schools, viz: Townsend-street, Glasthule, Terenure, Dalkey and Rathfarnham, one Model school (Glasnevin), and twenty-nine ordinary schools. In the examination of the colleges the District Inspectors, Messrs. Browne and Morgan are associated with me. We forward special reports on these colleges.

Inspection Staff.

Two changes have taken place in the inspection staff of this group of districts since my last Report. Mr. Stronge, District Inspector, Waterford, has been promoted to a Head Inspectorship, and has been succeeded by Mr. Morgan, transferred from Galway. Dr. Steede has been changed from Athy to Dundalk, and has been succeeded by Mr. M'Enery.

The following are the districts now in my charge, in addition to my special district:—Trim, Dublin South (No. 2), Templemore, Athy, Tipperary, Kilkenny, Waterford, Limerick, Clonmel.

There are seven Model schools of which I have general charge, viz:—Trim, Inchicore, Athy, Kilkenny, Waterford, Limerick, Clonmel. I have also special charge of Glasnevin Model school. I shall later on refer to each of these institutions.

Classification of Teachers.

Some few years ago the classification of the teachers indicated very fairly the condition of the schools. This was generally acknowledged, although there were not wanting men of intelligence who professed to prefer third class teachers to first class, on the alleged ground that the latter were above their business. This assertion which could not be called reasonable, was opposed to the experience of all men whose business it was to look after primary education. No teacher got first class until he had proved himself worthy of the distinction and the emoluments attached to it by successful work in his school for several years. It was then said and to some extent truly said, that when teachers obtained first class they could rest on their oars; they had nothing further to work for, their pupils were neglected, and their schools became bad. What is the case now? Young teachers get admitted to the Training colleges where they have the advantages of superior professional instruction and leisure for study. Naturally and almost necessarily they leave the Training colleges as second class or first class teachers.

Paid monitors.

The results of last year's examination of monitors of fifth (final) year were not satisfactory. I may say they were very disappointing. This observation applies to all the districts of the group. This is very serious considering that it is from the monitors that the teaching staff of the country is to be recruited. Some Inspectors say that when monitors see that several of their predecessors have got no appointment to schools they get disheartened and cease to apply themselves to their book work during their last year of service. Whether this is the explanation or not

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at least one lesson is to be drawn from this admitted comparative failure. The Inspectors should never lose an opportunity of inquiring into the arrangements made for the instruction of the monitors, and into the observance of these arrangements. The Inspector who leaves after him in a district, a good staff of monitors, has done a permanent good. Hence great care should be taken in the selection of candidates for the post, and of the schools in which they are to be employed.

In Dublin, as I suppose in all large cities, it is almost impossible to get male monitors who really desire to become teachers. Accordingly when appointed they rarely complete their course. They are attracted to inferior pursuits by the prospect of immediate wages, much higher than they receive as monitors; their parents forgetting that while acting as monitors they are serving an apprenticeship to a respectable profession. If it were not for the Provinces, Dublin schools would be without male teachers.

School-houses and premises.

All the District Inspectors report favourably as to the general state of the school buildings, but the premises are not satisfactory. In too many cases there are none attached to the school, or surrounded by a protecting wall. Of course this observation applies to non-vested schools only. In country districts this want is not so much felt, but without school play grounds there can be no supervision of the children at play, and yet it must be admitted that the conduct of children during play time considerably affects their habits, manners, and future character.

This absence of supervision on the part of the teachers is a serious defect which should be remedied. As play time counts as part of the time devoted to secular instruction, the teacher's presence during that time should be compulsory.

Punctuality of attendance.

Although there is improvement to be recorded as to the morning attendances of the pupils, there is still much to complain of in this respect. I fear the eleven o'clock rule for marking the rolls has in some measure encouraged, or at least contributed to, this evil. For an evil it is, whether we consider the loss of the pupils' time, or its effect on their character. It would be idle to deny, and wrong to try to hide, that the Irish lower classes set little value on time. It is therefore doubly wrong to encourage the idea that pupils who are in attendance at 11 o'clock are supposed to be "in time," although the business of the school begins nominally at 10 o'clock. Of course, in this, as in everything else connected with the school, much depends on the zeal and influence of the teacher. As I write, I have before my mind two schools, two short miles apart, similarly circumstanced in all respects. In one, all the pupils are present at 10.15 o'clock at latest, while they are coming dawdling to the other up to 11 o'clock, and often after that hour. And this is not a case of late attendance on the part of the teachers.

Accounts.

I am again able to report favourably as to the accuracy and honesty with which the school accounts are kept. I have met with only two clear cases of falsification during the year, and these were in schools which the District Inspector had been unable to visit incidentally. For the sake of the teachers themselves, it would be very desirable that means were adopted to enable the Inspectors to visit the schools more frequently than they can at present. The strong would be strengthened; the weak would be saved from temptation; and the dishonest would be discovered and punished. I believe none would more gladly welcome this course than the respectable teachers of Ireland who I am proud and happy to say are the vast majority.

It is cheering to witness from year to year the improvement in this important part of school work; the teachers are becoming alive to its

importance. The Convent schools set the example, which the female teachers within the sphere of their influence are more or less successfully endeavouring to follow. Even the male teachers are not idle. It is true they have no drill or marching manœuvres; but they are slowly securing regular and silent movements without having recourse to shouting, stamping, or caning. This gradual, even if slow improvement presents a hopeful view apart from its direct value, as it indicates a growing desire on the part of teachers to cultivate some desirable features of school work to which no money value is attached. If that could become the guiding spirit of the teacher's action, the Irish would soon become an educated people.

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Discipline.

There has been no appreciable increase in the attendance of pupils in consequence of the practical abolition of school fees. The fees demanded or exacted were never oppressive.

Effect of the abolition of school fees.

For good or ill the principle of compulsory education is now established in this country.

Compulsory education.

In connection with this subject, I shall make only one observation.

If there is to be compulsory education all over Ireland, compulsion must take more forms than one. If children *must* attend schools, some measures should be adopted to have suitable schools provided for them; houses well heated, well lighted, well furnished, and well ventilated, with premises sufficiently spacious, protected, and sheltered. The infants should be provided with Infants' schools under teachers specially trained for that special work. But above all, and before all, the teachers should be compelled when necessary, to discharge their duties faithfully and efficiently. When it is remembered that six years form the average length of a school generation, it is sad to reflect on the injury done to a community in thirty or forty years by an inefficient teacher.

Several managers of schools in Dublin have been rather badly treated by assistant teachers in the matter of their not complying with the terms of their agreements. They have sought for and got situations, and then requested their managers to release them from their contract of giving three months' notice. Of course, the managers have the remedy in their own hands, but they would be considered cruel if they applied it. Teachers should at least inform their managers of their intention to apply for other situations. Their not doing so is an unconscious tribute to the generosity of the managers.

Agreements.

Of the nine Inspectors in this group, only one reports the general proficiency of the schools of his district as "good;" of the rest none go higher than very fair; all state that only comparatively few schools are "bad." My estimate of the proficiency, so far as I have had an opportunity of judging, agrees exactly with that of the several District Inspectors. I should say that the one district in which the proficiency is pronounced "good" by the District Inspector is one of the two in which I examined no school last year.

General proficiency.

I shall now refer in detail to the different subjects of the school course.

I begin with "Home Lessons," partly because they generally open the school day, and partly because I have something unpleasant and somewhat unusual to say on the subject, and which, therefore, may as well be said at once. There is no more common excuse for failures in schools than "They won't learn Home Lessons for me;" "They never read a book at home;" "Their home life undoes what we do for them;" "It is little you know of our difficulties," &c., &c. In town schools we are told that country children are more obedient, more industrious, more anxious to learn than town children. In country schools we are

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besought to remember we are not in towns where the children are bright, intelligent, *and*—this is always emphasized—*not afraid of strangers.*

Now, all this amounts to nothing more than an unconscious confession that a large portion of school education is to be done *out* of school. This school work *out* of school has "Home Lessons" for its general expression and tangible test. It is therefore highly important to note the nature and value of "Home Lessons" as employed as a means of education in our schools. I say at once they have been more hurtful than beneficial. They have been hurtful for four reasons: (1) The teachers do not explain beforehand the subjects which they require the children to study at home: (2) They do not exercise due discretion in fixing the length of the "tasks" set for home study: (3) The mode of examining on, or what is technically called "hearing," the tasks cannot possibly do good: (4) And chiefly—the teachers try to make these Home Lessons do what they themselves should do, and what can be done only by them—namely, to infuse into the children a love for their work, to make them understand what they are reading and talking about. As children grow up, or perhaps we might say when they are no longer children, they may be trained to love work for its own sake, and for the profits accruing from it. Until that point is reached Home Lessons are of questionable value. Any good teacher will discover such small "tasks" for children as will show them they must do something for themselves.

To sum up, I would say—fewer home lessons and more blackboards and pictures.

Reading and Explanation.

Reading, the foundation of all primary school work, is receiving increased attention every year. It is gratifying to be able to report that explanation of the matter and the language of the lessons, without which mere reading is of little use, is also progressing—slowly, but still progressing. May we not hope that the Training Colleges will help on this all essential work.

Young teachers and monitors frequently fail in *Lesson Books* at their annual examinations, simply because they are not taught to grasp the meaning of what they read. Thoughtless, or ill-informed critics may say what is the value of the subject matter of these Reading Books? For my present purpose I shall merely say that no matter what the Reading Book that is put by authority into the hands of old or young it is important they should be able to understand it. It is ludicrous, if it were not so painful, to read the answers on lesson books, given by teachers, some untrained, others trained or in course of training.

Apart from the striking evidence of the comparative neglect of explanation afforded by the blank looks, the silence, or the unintelligent answering of the pupils, the absence of dictionaries from the schools generally, and the inability of pupils to use them where they are to be met with, show clearly that the teachers are not yet sufficiently alive to the importance of explanation. I am happy to say that the Dublin teachers are to be excepted from this censure.

Writing.

Writing is satisfactory throughout all my group of districts.

Letter-writing is still backward; except in some good schools there is no systematic instruction in this art. Even the mechanical points of beginning, ending, folding, and directing the letter are often neglected. We are all endeavouring to remedy this defect.

Arithmetic.

This subject continues to be well taught. Teachers and pupils seem to like it. It is so everywhere in Ireland. There may be a

pleasure in dealing with imaginary thousands, and playing at stocks and shares. But the practical work of mental calculation involving only every-day transactions does not appear to receive corresponding attention.

Much greater care is necessary in correcting the dictation and all written exercises, whether done at home or in school. It is surprising how few can accurately correct spelling exercises—whether from imperfect vision, or carelessness, or indifference, it is often impossible to say. I am disposed to attribute the defect to carelessness—natural or acquired.

Almost, without exception, the Inspectors associated with me pronounce the teaching of Grammar a failure. This, to a great extent, is my own opinion also. A radical remedy should be applied to this defect. No mere modification of the programme will suffice. No doubt, there are many schools in which "Parsing" is fairly taught; but people will ask themselves what is the good of this if the children cannot speak and write correctly.

From the earliest stage violations of grammatical rules in speaking can and should be corrected without assigning reasons, just as improper language of any kind should be corrected. All required from the teacher is watchfulness and *good example.*

None of the Inspectors complain of the general proficiency in *Geography.*

As to the quantity of the subject imparted—I, too, am satisfied; but the quality of it leaves much to be desired. Very rarely is there any indication of efforts to render the teaching systematic or interesting—no use of the blackboard—no classification of the different branches of the subject, except such as is made compulsory by the requirements of the programmes—a programme is not a hand-book—no historical associations, nothing, in fine, to make the children love to learn, or to fix in their memories the knowledge of what they do learn.

To the Training Colleges, we must look for improvement in this matter as well as in all others relating to *methods of teaching.* A "born" teacher will find out all this for himself, but a "born" teacher is as rare as a "born" poet; and while the world could well dispense with "made" poets it could not, at the present day, do without "made" teachers.

Some useful work has been done in the teaching of Agricultural principles; but I fear little has been done towards carrying these principles into practice. All that our ordinary agricultural schools can ever do, or should be expected to do, for the agricultural improvement of the country is to supplement a broad and independent scheme for the promotion of agricultural knowledge both in theory and practice.

Book-keeping, if not more generally taught than it was a few years ago, is certainly now more intelligently taught where attempted. Although most business houses adopt different systems of Book-keeping, still a boy well grounded in the Board's unpretending treatise will have little difficulty in learning any other system. For this reason the subject should be taught to all pupils—male and female—likely to follow commercial pursuits.

Needlework is receiving every year—I might almost say every day—increased attention. I do not think it likely that girls will ever acquire in our schools such perfection in the art as will enable them to support themselves or their families by needlework; but they will certainly learn to be useful in their homes; and if apprenticed to dressmaking will enter on their callings with great advantages.

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Tonic Sol-Fa system is rapidly superseding Hullah, throughout the country, and with very good results. Most of the teachers who have given up the Hullah for the new system say they have done so because the latter enables them to teach songs more rapidly.

Without attempting to compare the two systems it is safe to say that improvement was much needed, and should be welcomed, no matter whence or how it comes.

Vocal Music.

Drawing is by far the most important of the extra branches taught in Irish National schools. I hope it will soon be classed amongst the obligatory subjects. Drawing from the flat is the only branch of the subject generally taught, and the improvement in it is very encouraging.

Extra branches.

The remaining extra branches suggest no observation beyond that they are nearly always taught for the sake of the Results fees. I would offer two suggestions regarding them.

(1) When taught outside school-hours there should be an attendance roll kept.

(2) All the pupils on an extra branch roll should be presented for examination; otherwise the rule in reference to a percentage of "passes" will be evaded.

I shall now briefly refer to the state of the Model schools in my charge.

Trim.

The Trim Model school, in which, from old associations I take a special interest, continues to maintain a high state of efficiency. The proficiency of the pupils, as tested by the Results examination, is of a very high order. The Ex-Head Master, Mr. Peyton, has been appointed to the distinguished post of Professor in the Marlborough-street Training College. The Assistant Master, Mr. O'Regan, is now Head Master. His promotion is well deserved, and well received by the clergy and people of Trim.

Inchicore.

I have examined the Inchicore Model school, not fully, but sufficiently to enable me to form an opinion as to its working. I am satisfied it is a thoroughly good school which is doing useful work amongst the people around it.

Athy.

The Athy Model school, which I have examined fully on two occasions, affords gratifying evidence of improvement. I believe that the Head Master, whose department had been in a depressed condition, has resolved to make the improvement permanent, so far as it rests with him to do so.

Kilkenny.

There has been a rapid succession of teachers in the Kilkenny Model school. The attendance is necessarily small—for reasons well known. It is to be hoped that the present teachers will show what good teaching can effect in the face of difficulties.

Limerick.

The District Inspector, Limerick, reports that "the general efficiency is good," and that the domestic establishment is well conducted.

Clonmel.

From the District Inspector at Clonmel, I have received full and valuable information regarding the Clonmel Model Schools. I examined them myself a year ago, and can fully corroborate the Inspector's statement as to their efficiency—which is of a very high order.

Waterford.

The Waterford Male school is satisfactory—the Female school has suffered from frequent changes of teachers.

I have the honour to be, gentleman,
Your obedient servant,

PETER CONNELLAN, Head Inspector.

The Secretaries,
Education Office.

Mr. A. PURSER, Head Inspector.

Dublin, 7th April, 1894.

GENTLEMEN,—I beg to forward this my General Report on the North Dublin circuit, of which I have had charge since January, 1892.

The Circuit.

The circuit is very irregular in outline; it comprises four midland districts, two Dublin districts, two along the east coast north of Dublin, and one detached district on the south-east coast. But owing to the fact that all the railway lines converge on Dublin, the districts in my charge are readily accessible from the centre. The districts comprise the greater portion of the following counties:—Louth, Dublin, Westmeath, Longford, King's County, Queen's County, Kildare, and Wexford; considerable portions of Down, Armagh, and Tipperary; and small portions of Cavan, Meath, Leitrim and Roscommon; so though the circuit is mainly in Leinster, all the provinces are included in it. The following are the names of the ten district centres, and of the Inspectors at present in charge:—

District No.	Centre.	No. of Schools.	Inspector.	Date of taking charge.
19	Newry,	140	J. Ross,	3 . '92
25	Dundalk,	132	J. Steede,	1 . '93
28	Longford,	142	T. P. O'Connor,	1 . '93
30	N. Dublin,	129	F. Eardley,	2 . '92
33	Mullingar,	146	J. M'Mahon,	11 . '93
36	Parsonstown,	146	S. Allman,	4 . '87
37	S. Dublin, (2),	118	W. P. Headen,	3 . '92
41	Portarlington,	140	W. A. Brown,	9 . '90
50	Wexford,	144	W. Macmillan,	9 . '86
30A	N. Dublin,	44	A. Purser,	1 . '92

The two heaviest districts are Nos. 30 and 37, which include many very large Convent schools; and the Inspector in charge of District 37 has to give assistance every year in the examination of the three Training Colleges assigned to my supervision.

Head Inspector's duties.

My work as Head Inspector is varied and extensive. It includes visiting, examining, and reporting on the Training Colleges; assisting in the preparation of papers for the Teachers' annual examination, and in the superintendence of these examinations; holding investigations and inquiries; examining the schools in my own "limited" district, as well as in other districts, when owing to any cause there is an over-pressure of work; and holding "check" examinations to secure uniformity of marking at all Results examinations in the circuit. Any time that remains over after these duties have been attended to is devoted chiefly to paying visits and holding less formal examinations in as many schools of the several districts as possible.

While making visits in various parts of the circuit, I have generally found the Commissioners' rules well observed, but there are still too many cases in which the arrangements of the school time-table are not adhered to, and in which the supply of requisites is inadequate (both faults producing considerable defects in the value and amount of work done), and sometimes serious errors in the school accounts are brought

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to light. The houses are in general fair; thoroughly bad houses are becoming rarer every year, but altogether satisfactory houses are not common. There is seldom any provision for keeping the houses in repair, so that it is only now and then, when the state of the house is becoming dangerous, that steps are taken to give an overhauling or general repair to the school houses. Furniture is in many cases of a defective type; that provided for "vested" schools is usually good, as indeed are these houses themselves, though one or more of the walls are not uncommonly damp. In the matter of ventilation, I regret I cannot speak favourably of the majority of vested houses, if ventilation means change of air *without draughts*. As schoolhouses vested in trustees are not kept in repair by the State, it is not unusual to find them after a few years getting into a dilapidated condition owing to neglect of local parties to effect minor repairs when they become necessary. Considering the large amount of public money that is invested in these buildings, this neglect is a serious matter.

School-houses.

Teachers.

Most of the teachers are earnest and attentive, but many are deficient in skill, and totally ignorant of what good teaching is. This is natural as they have no satisfactory guidance in the matter. I believe it would be of great advantage if an additional text-book on method were prescribed for each step in a teacher's promotion, and if one or two books on the science and history of education were placed on the Board's list of books, even though these were not included in the course of examination. A few teachers are idle and careless (the proportion is no greater than in any other profession), though but few cases occur so bad as one I recently met with, where I suggested to a teacher that she ought to provide a few girls with pens and needles, and was informed by her that she would do nothing of the sort, that she might just as well be asked to provide them with bread and boots. The incomes of the teachers have been very largely increased during the last twenty-five years, and are now relatively high as compared with the fluctuating incomes of other classes of the community; it is therefore to be regretted that so many seek to supplement their salaries by undertaking duties that must necessarily distract their minds more or less from their school work.

Monitors.

The teachers are mainly recruited from the class of monitors. As the efficiency of a monitor must depend chiefly on the efficiency of his teacher, and the model of school keeping he has daily before him, it seems a truism to suggest that monitors should be allowed only in thoroughly good schools. The number of monitors annually appointed is vastly in excess of the number of vacant teacherships, especially in case of female monitors, even after making an allowance of twenty per cent. for failure at the end of the third year of service, and twenty-five per cent. more for failure at the end of the fifth year. The consequence is the training of a large number of young persons for a position to which they have scarcely a chance of attaining. Some of them secure places as lay-assistants in Convent schools, but at an utterly inadequate salary—sometimes no higher than that paid to a fourth or fifth year monitor. A considerable reduction in the number of female monitors is I believe desirable. As a whole the training of the monitors has increased in efficiency during the last ten years.

Standard of examination.

The standards of examination adopted by the different inspectors agree very closely, and the slight variation that occurs in the results is due rather to what has been called the "personal equation" than to any difference of test. There is a growing tendency I regret to say to carry out the results examinations mainly on paper, and in the senior classes

there is often too much paper work. Of course this gives a more definite result, but the advantages of an oral examination—of bringing mind in contact with mind, and of gauging the general intelligence of the pupils—are thereby lost. The tendency is probably largely due to trivial complaints about the examination being occasionally put forward, and to the inspectors therefore providing means to be able to produce evidence for every possible mark. All such complaints ought to be treated as one of the Dublin managers informed me he treats them. He asks the complainant—"Did the inspector go outside the programme?" If the answer is "no," as it always is, he tells the teacher that he has no ground of complaint. When teachers complain that an inspector applies the programme *too strictly*, they merely prove that they have been neglecting their duty and not teaching according to the programme.

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The standard attained by the schools, though rarely excellent, is generally fair. Not less than ten per cent. would have to be classed as bad or inefficient. Even those that are fair show some serious defects. Foremost among these must be mentioned imperfect reading and very defective explanation. The pupils do not hold up their heads when reading; they mumble the words into their books and do not pronounce them clearly and distinctly so as to be heard by the whole class; they make little or no attempt, especially in the junior classes, at proper grouping of the words and at proper intonation. These matters are very bad in the junior classes, partly I believe from the habit of pointing at the reading tablets, a bad habit continued in first and second classes. To judge from the way these defects are passed over during the reading lessons the teachers must be quite satisfied with the result. One rarely hears them reading for a class, still more rarely insisting upon careful imitation of the model when they have read. Our reading books appear to me to have too few conversational and narrative pieces in them. They are rather long—longer than the corresponding English readers—and aim too much at increasing the pupils' vocabulary. This is done by introducing a great many words and phrases, most of which occur but once or twice in any reader. Such words and phrases might as well be left out altogether. They won't stick in the pupils' minds, and from occurring but once may convey a totally wrong impression as to their meaning. To be useful they must occur so frequently as to become quite familiar.

Reading.

The lessons are seldom explained satisfactorily. The teachers as a rule confine themselves to explaining single words and phrases, and sometimes neglect the matter altogether; for it is not uncommon to hear a lesson read through without a single question asked on it. The proper method of explanation, especially with the junior classes, is the conversational method. The teacher should talk over the lesson with the children, drawing as much as possible from the class, his own share in the conversation being chiefly directive and suggestive with some corrections now and then when the pupils were hopelessly astray. Again, in this matter the children's style of answering is of great consequence; they should not be allowed to give elliptical answers, but their sentences should be complete. For instance, if the class is asked —"Where do we get our oranges from?" the answer should not be—"From the Azore Islands, and Spain," but "we get our oranges," or "our oranges come from the Azore Islands and Spain." This is most important in the lowest classes, and if introduced there and continued afterwards would soon be general.

Explanation.

The mechanical parts of writing and arithmetic are usually good. Bad writing is always the teacher's fault, and is a proof of great care-

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lessness. In teaching both writing and arithmetic the blackboard is insufficiently used—indeed few schools have enough blackboards for the purpose. Mental arithmetic does not receive the attention it deserves from its practical utility, and to this is attributable the considerable amount of inaccuracy that creeps into nearly all long calculations. The neglect of notation I look upon as a serious blot in arithmetic in our schools. A large proportion of the children cannot take down a sum correctly and work it if it is dictated to them.

Spelling is generally creditable in the junior classes, as the course for these is comparatively short and quite definite, but the dictation exercises of the senior pupils are often very bad. The passages to be written for the daily lesson are seldom prepared beforehand, and the correction by both teacher and pupils is frequently most imperfect. It is almost incredible what carelessness can be shown in this respect. I have before me a pupil's signature and dating to her eighteen copies for January, and find the name of the month spelt in fourteen different ways, without any mark or correction on the teacher's part. To this neglect of correction must be attributed, also, the large number of failures in Grammar in the senior classes. Whether this apparent neglect may not be ignorance on the teacher's side I am sometimes doubtful. Grammar teaching does little or nothing towards producing correctness of speech, and, as usually taught, does not afford much mental exercise, yet at times one comes across schools in which the answering is wonderfully good. Exercises in making sentences and in changing the form of sentences would be useful. Letter-writing, which comes properly under the head of Grammar and Composition, is not improving, though some progress was made at first. A subject should be carefully selected, a collective lesson given on it, the first drafts revised in class for an improved effort, and when re-written carefully corrected for final transcription into a letter-book.

Spelling and correction of school exercises.

Geography.

I have often been surprised at the wonderful accuracy with which places are pointed out on the maps, and then at finding how little the maps are understood. The children living beside a river, mountain, or bay will frequently say they have never seen it. A knowledge of the geographical features in their immediate locality might, with advantage, be required from Third Class. Blank maps I look upon as almost essential in the senior classes, and I almost invariably use them in my examinations. There is an admirable book on the teaching of Geography, by Geikie (Macmillan's series), which ought to be in every teacher's hands.

Agriculture.

Agriculture is always taught in country schools. It is of little practical value *per se*, but is, perhaps, useful as training, since the text-book has to be explained and questioned on. I regret to say it is a subject in which teachers are evidently tempted to violate the Board's rules, by the use of unauthorised tablets and worthless catechisms.

Needlework.

Needlework shows considerable improvement in all parts of the country. This is to be attributed to the requirement of increased time (one hour daily) to this subject, and to the greater definiteness of the programme. Besides the pattern garment which has to be shown by each senior girl on the day of examination, it would be of advantage to require her to have a sampler showing specimens of the different stitches taught in her class. The needlework executed by the teachers or monitors at the July examinations is often defective; when bad it ought to be a bar to their promotion or classification. Good text-books for their guidance are on the Board's list, and I am glad to say are often found in the schools; but teaching is still generally individual instead of class teaching, and too little attention is given to the correct use

of thimble and needle and proper holding of material to be sewed. Knitting is generally fair, and receives due attention, but more is learnt at home than in school. The Industrial programme was largely taken up in Longford and Newry districts, and partially in all others.

Of so-called optional subjects Bookkeeping is taught in many schools, Vocal Music and Kindergarten mainly in town and Convent schools. The first year's course in bookkeeping is supposed to be very easily prepared, hence the subject is largely taken up in lower fifth class, but becomes rarer in higher fifth, and almost disappears in sixth class. It is a subject taught only for the sake of the result fee payable for it, and as learnt is of little practical value. Yet even the first year's course might be very useful, as it includes the cash account which is really all one need know in order to be able to keep a record of ordinary household and other current expenses and receipts ; but being mixed up with the other classes of accounts required by those engaged in business, its practical utility is not brought home to the children. While the sets of accounts given in our manual are carefully transcribed and studied, other *short* sets should be shown by pupils in all cases—sets to test the knowledge of principles that have been learnt, and to insure their mastering all the difficulties that may be met with. If this is not done pupils merely learn by rote the few entries that have to be made, and fail to get an intelligent grasp of the subject.

Book-keeping.

Vocal Music is rarely taught in country schools. There are difficulties in the matter when the school consists of only one room and the staff of only one teacher. The teacher's time and energies are fully occupied with the ordinary subjects of the school programme. The results even in a pecuniary point are of doubtful value, and the preliminary expenses are considerable. These, as well as other reasons, combine to exclude singing from most of our schools. In some of the Convent schools singing is well taught. Hullah's system is being gradually supplanted by the Tonic Solfa system, as it is found that pupils learn sight singing more readily by the latter. Our programme is moderate in its requirements, and the tests should be strictly applied. Ear training might, with advantage, be required from the senior classes.

Music.

Many teachers have certificates in this subject and in extras, but do not teach any of them. This is unsatisfactory, and should not be the case ; and if teachers fail to show their practical competence to teach any extra subject I consider their certificate in such subject ought to be cancelled after a couple of years. Kindergarten is largely taken up in schools having regular infant departments ; and in the merely mechanical manipulation of the various gifts fair proficiency is generally shown. Few teachers thoroughly understand the system so as make it a means of intellectual training. The methods and principles of Kindergarten are admirable and are suited for all classes, but it may be doubted if second and third class pupils gain much advantage from using the Kindergarten toys or ' gifts.'

Of so-called " Extras " there are many on the sanctioned list, but very few are commonly taken up. Drawing ranks among *extra* subjects, but ought to be made an ordinary subject as it is in British and foreign schools. Not only as training to the eye and hand, but also as being practically useful in every day life, there is no subject which may be of more advantage to learn. A beginning should be made in the infant class, and continued until the pupil finishes his school-course. All teachers having drawing certificates should be required to teach it. Geometrical drawing is a very useful division of the subject which I have never found in our schools.

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Handicraft and technical training might, perhaps, be advantageously attempted in some of the larger towns, but are not suitable for our ordinary country schools. In my circuit I find Algebra and Geometry occasionally taught with fair success, and in a couple of districts Physical Geography, Sewing Machine with Dressmaking, and Domestic Economy are taken up in girls' schools, but the result produced is seldom of much value. Other extras are rarely attempted. It may seem desirable to outsiders that these subjects should be more extensively taught, and if the object of National Education were to make a show much might be said for this view; but at present if we err we err on the side of imperfect teaching of too many things and should not encourage more until the essentials are much better. In my opinion it would be well to have a *veto* on the teaching of extras in all but excellent schools. They are scarcely ever taught with any view of benefiting the pupils, but only for the purpose of adding to the teacher's result fees.

Model schools.

There are four Model schools, containing ten departments, in my circuit. Of these, Newry and Parsonstown schools are very well conducted and are duly appreciated in the localities. The West Dublin Model School, and the female department of the Enniscorthy Model School are also fairly efficient, but the male department of the latter school leaves much to be desired. Except in the case of West Dublin, the pupils who attend these schools belong almost entirely to various Protestant denominations.

July examinations.

The July Examinations were well attended by candidates for promotion this year, and of course by a very large number of third and fifth year monitors. For comparison I give the number examined in each class of paper, the number of candidates that failed, and the percentage of failures for 1892 and 1893, taking in all the districts in my circuit. The slight increase in the number of monitors (C. & D papers) is due to the addition of one district to my group.

Class of Paper.		No. Examined.		No. Failed.		Percentage of those who failed.	
		Male.	Female.	Male.	Female.		
1892	A,	22	30	13	7	38½	A.
	B,	17	37	12	15	50	B.
	C,	26	84	8	11	17	C.
	D,	28	145	9	25	20	D.
1893	A,	23	30	12	7	36	A.
	B,	19	24	10	10	46½	B.
	C,	34	88	9	30	32	C.
	D,	46	156	10	30	20	D.

A. are papers taken by candidates for First Class, B. by those for Second Class, C. by monitors of fifth year, and D. by monitors of third year.

A table showing the average per centage of *marks* obtained by each class of candidate for these years brings out similarly a fairly close agreement of the two examinations.

The compulsory clauses of the last Education Act have come into force too recently to call for any notice in this report.

I have the honour to be your obedient servant,

A. Purser, Head Inspector.

Mr. M. SULLIVAN, LL.B., Head Inspector.

Galway, 4th May, 1894.

GENTLEMEN,—In accordance with your instructions I beg to submit the following general report for 1893 on the circuit in my charge.

Circuit.

As in 1892, my circuit includes nearly the whole of Connaught, the greater part of Clare, and a very small portion of Westmeath.

Supply of schools.

On the whole, the circuit is very fairly supplied with schoolhouses. A great many of the schools in Connaught are "vested houses," built during the past fifteen or twenty years, and consequently well suited for the accommodation of pupils. No doubt some old and unsuitable houses still remain, but managers are gradually replacing these by more suitable buildings. Even under favourable circumstances, procuring a site for a new school entails much trouble—inquiries as to title, arrangements with landlord and with occupying tenant, correspondence with the National Board, &c.; but in general this trouble is cheerfully undertaken.

The fact that Connaught and Clare are now fairly supplied with schoolhouses is illustrated by the additional fact, that in several recent instances managers have strongly opposed the erection of new schools in neighbouring parishes on the ground that the locality, generally, was already sufficiently supplied with schools, and that the proposed new schools, if built, would seriously interfere with those already recognised. In some such cases it has been very difficult to decide between the contending views put forth. Most persons connected with education know that few evils are greater than an excessive multiplication of schools, as the result is a large number of small, inefficient schools. A really good teacher will not long remain in a school which cannot possibly have an attendance of more than 25, 30, or 35; he is certain to look out for a larger, and consequently better-paying school. The North of Ireland affords numerous instances of localities in which the schools are so numerous, that few of them are good, and several are bad; this, at least, was the case when I had charge of certain districts in Ulster, and I have no reason to think that there has been any material change since. On the other hand, young children—and much the same may be said of badly-fed and badly-clothed children of all ages—cannot be expected to go to schools at a considerable distance. In Dublin and Limerick—and no doubt in other large towns, but I mention those with which I have personally been acquainted—it was pleasing to watch groups of very young children making their way about ten o'clock to the various schools. Many were only six or seven years old, a good many only four or five, and numerous little "mites" of three years could be seen led gently by elder sisters or brothers. But for a child a walk through one or two streets in a city is quite a different thing from a walk of a mile or two over rough paths and along unsheltered roads in a rural district; so that, as a rule, and excepting those who are so fortunate as to live quite near a school, children in the country, especially those in mountainous localities, do not commence school-life at as early an age as those in towns.

All these facts have to be considered when dealing with applications connected with new schools, and especially when dealing with applications for aid to *build* new schools. Managers of existing schools dwell strongly on Rule 13 of the Code, which states that, generally, aid will not be given where the proposed site is less than three miles from a

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vested school, whereas managers anxious to establish new schools urge the claims of children unable to walk long distances.

The facts which I have mentioned are in themselves important, but I have introduced them mainly in support of the statement that the circuit is, on the whole, fairly supplied with schools, as far, at least, as children eight years old and upwards are concerned. The existing want which I consider greatest is the want of more schools for "infants." In Connaught and Clare there are only eleven schools specially for infants; two of these belong to Convents, and those Convents which have not "schools" specially for infants have, in general, "Infants' *Departments.*" The Convents in my circuit number 43, so that the total number of Infants' schools and Infants' departments may be taken as 54. But the schools in the circuit number in all over 1,500, so that the Infants' schools and Infants' departments form only a small proportion of the total number.

Schools for infants.

A mere increase in the number of Infant schools would be of little use unless the teachers placed in charge were well suited for the office. In no school is the adage, "As is the schoolmaster so will be the school" more applicable than in a school for infants. In such a school the teacher is *everything*. To be a really good infants'-school teacher requires special natural qualifications, careful training for the office, and much zeal. Good teachers of infant schools are, therefore, rare, and perhaps the want of suitable teachers partly accounts for the small number of infants' schools. Children of four, five, six, and seven years if they at all attend school must at present, therefore, go to an ordinary school, and any person who has intelligently visited many of these must have observed that though the infants form, in general, a large proportion of most schools, the time and skill devoted to their instruction are comparatively small. Indeed it is not unusual to find several infants sitting on the forms round the room, or leaning on the desks, doing nothing. How much more pleasantly and more usefully the time of such children would be spent in well-managed infants' schools can best be known by those familiar with some such schools.

School programme.

In dealing with the efficiency of the schools of the circuit one is naturally disposed to think first of the answering of the pupils as noted in the Examination Rolls. A little reflection shows, however, that a great deal of the work done in a good school does not at all appear on the Examination Rolls. Habits of punctuality and order, of neatness and cleanliness, habits of proper self-reliance, of candour, of truthfulness—these, and such as these, are more important than mere "passes" in grammar, geography, or book-keeping. Of course the good habits I have just mentioned are generally found in the schools in which the answering in the subjects of the Programme is satisfactory; it would be difficult for pupils who habitually are unpunctual or inattentive to answer well at the close of the year. On the other hand, the Annual Results Examination so dominates all the other events of the school-year that a teacher is likely to estimate the importance of such other events by their direct influence on the one central event of the year. So that a teacher is led to regard unpunctuality, inattention, and such habits as faults, in great measure, because they tend to lead up to failure at the Annual Examination. This, of course, is an erroneous view. Habits of order, of attention, of cleanliness, of punctuality are well worthy of cultivation for their own sakes alone, and the same is true, in a still greater degree, as to habits of candour and truthfulness.

Teachers.

As a body I consider the teachers of my group of districts zealous and hardworking. In general, too, their conduct is excellent. Where success has not crowned their efforts to make the proficiency of the

school satisfactory, I attribute this, generally, to want of skill in the art of teaching rather than to want of zeal for their work. The old idea that almost any person having a fair amount of knowledge would necessarily suit as a teacher, is almost completely exploded. Teaching is now recognised as a complicated art—one, especially, which requires careful training in the art of teaching. This training—when properly carried out—has comparatively little to do with the mere acquisition of book knowledge. Of course a teacher should know, soundly, what he professes to teach, and the more knowledge he possesses in addition to this essential minimum, the more likely are his views to be enlarged and his exertions effective, but no accumulation of book-knowledge will make up for want of skill in the art of imparting knowledge to others; in other words, will make up for want of skill in managing his school.

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Teachers.

Of the subjects of the School Programme, *Reading* is by far the most important. Mere mechanical reading—the oral repetition of the words printed in the Text Book—is, in general, carried on with fair success, but even in the senior classes the pupils frequently fail completely to grasp the meaning of what they read. In Connaught, Irish is still a good deal spoken, so that in many parts young people hear English in the schools only. As a consequence, words and phrases which, in other parts of Ireland would not require explanation, require it here. For instance, a class of four or five boys reading Sixth Book and able to do so with fair correctness, could not tell me what was meant by "*human beings.*" It was not merely that they could not give words, such as "*men*," "*women*," "*people*," conveying the same idea—the words conveyed *no* distinct idea to their minds, for when, after having failed to get a "meaning," I asked if they had ever seen "human beings," they told me they had not. This state of things arises, in a great measure, from the fact that teachers in Irish-speaking districts, generally explain a difficult English word by another English word which, to the pupils, is equally difficult, whereas, plainly, the proper course would be to explain English words by Irish words. By so doing, improvement would be effected both in English and in Irish. Dealing, as I am, with the part of Ireland in which Irish is most spoken, I have often thought that a great deal could be done for the pupils by regularly using Irish to explain English, and English to explain Irish. I found this practice very successfully carried out in one place (*Killeen*, parish of *Killanin*). For example, the children in First Class—all Irish-speaking children to whom English was a foreign language—had been trained, after reading an English sentence, to give its meaning in Irish. I opened the First Book at random, and a boy read, "Stop the thief," and this, when asked, he at once expressed in Irish. The next sentence, "Let me help you to a bit of pie," somewhat puzzled him, probably because he did not understand the phrase, "help you," or the word "*pie*," however he readily gave the Irish for "*Let me give you an apple.*" The remaining portion of the lesson was translated by other members of the class without difficulty. It is plain that if this practice be continued through the remaining classes, the pupils will acquire an intelligent knowledge of English and will improve their knowledge of Irish.

Reading.

Irish-speaking localities.

In general, the teachers in Irish-speaking localities have, themselves, a considerable acquaintance with Irish, but many have not studied it systematically. In this respect the training colleges—not only those for men, but, perhaps, in even a greater degree those for women—could give valuable aid. If—for teachers from Irish-speaking localities—Irish were made a college subject during the period of training, such teachers would more readily and more effectively use Irish to explain English. When desirable, also, they could establish special Irish classes on the

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usual conditions for "*extras*," and the improved knowledge of Irish which the pupils would thus acquire would, of course, re-act beneficially on their study of English. In colleges for male teachers, in accordance with present rules, Irish could be taken as one of the three special subjects required of candidates for promotion to first class; but, of course, it would be taken chiefly by those from Irish-speaking localities. In colleges for women it could find a place just as French and Physics do at present. The substance of what I have been saying is, that in Irish-speaking localities *explanation* will probably remain in a backward state until a greater use than at present is made of Irish in explaining English.

Penmanship.

Writing continues to make progress, but a little additional pains would easily make the penmanship *good* where it is now *fair*. Probably no subject is more directly influenced by the results programme. A teacher feels instinctively that if a pupil's writing is fairly careful a "pass"—carrying result fees—is secured; and also that the additional care necessary to secure really good writing brings no additional reward, and so, in many cases, he is satisfied with mediocrity. In classes V[1]., V[2]., VI., the writing of a simple letter forms part of the test for a pass. Unfortunately, however, a great many pupils leave school before they reach Fifth Class, and consequently before they have received any instruction in the art of writing a simple letter. In several schools I have induced the teachers to introduce the *transcription* of simple letters to Fourth Class pupils; this prepares these pupils for Fifth Class, and gives them, should they leave school while in Fourth, *some* acquaintance with letter writing. In the interests both of the pupils and the teachers, I think it would be well to require Fourth Class pupils to exhibit, at the close of the year, a certain number of copied letters.

Arithmetic.

No subject in the school programme receives more attention than *Arithmetic*. So far as working "straightforward" questions the success is fairly satisfactory, but there is often a want of neatness and of expertness in the work, and the slightest deviation from the form of question to which the pupils have been accustomed is likely to put them out. The *reasons* of the processes are seldom taught; mental arithmetic is generally badly taught, so that grown boys and girls who work correctly long sums in Proportion or Practice often fail absurdly to find mentally the price of 11 yards of calico at $5\frac{1}{2}d.$ a yard, or of 13 stone of potatoes at $4\frac{1}{2}d.$ a stone. In arithmetic, as in writing, teachers are extremely anxious to secure a "pass," and are much mortified at a pupil's failure, but they do not very much care whether the pass is a 1 or a 2.

Spelling.

Failures in *Spelling* are numerous. As spelling is partly learned from reading, and as books, except school books, are comparatively rare in Connaught, and as the spelling of English words is really difficult, especially to persons who chiefly speak Irish, these failures are not matters of surprise.

Grammar.

Grammar is seldom taught satisfactorily to Third Class pupils; and, I think, it would be time enough to introduce this subject when pupils had reached Fourth Class.

Geography.

Geography should be one of the most interesting school subjects, but it seldom is so. In Classes III., IV., and V.[1] the teaching consists chiefly in causing the pupils to point out places on the maps; little or no attempt is made to connect these places with interesting facts.

Agriculture.

Agriculture.—In two female schools which I recently visited I found that the girls had been taught Agriculture with marked success by the mistresses. This is as it should be, for many parts of the text-book, such as

those which relate to the making of butter, and to the management of poultry, should be more interesting to girls than to boys. Of course, in "Mixed Schools," girls frequently learn Agriculture, but the female schools in which Agriculture is taught are not numerous.

Schools in which female teachers are employed—that is all "Girls' Schools," and "Mixed Schools" which have a female assistant, or a female principal—continue to make steady progress in Needlework. The fact that each girl in Fourth, Fifth, or Sixth Class is expected to show an article of dress—pinafore, shirt, overall, &c.—which she has made during the previous year, tends to give Needlework immediate practical application. Formerly girls spent nearly the whole time for Needlework in practising on a piece of calico the various kinds of Needlework required at the Results Examination, such as hemming, top-sewing, buttonhole-making, &c., and rarely thought of applying these to real garments. Even now, although the girls in school seem quite willing to make *new* articles, sufficient attention does not appear to be given to the *repairing* of articles already in use. It is not uncommon to hear a teacher complain of the difficulty of finding "work" for her pupils, and at the same time to see several torn pinafores on these pupils.

Needlework.

The "Alternative Scheme," sometimes known as the "Industrial Scheme," has not made much progress. It was a step in the right direction, but it was not well introduced, so that Managers and Teachers, without clearly understanding the Scheme, became prejudiced against it.

"*Special Industries*"—*Weaving, Knitting, Dairying*, &c, &c.—have been introduced, with praiseworthy success, by several Convent schools. In conjunction with the Congested Districts Board the Commissioners have aided the establishment of net-mending classes in the Arran Islands.

Special subjects.

Singing is taught in all Convent schools, and in a few others. *Drawing* in comparatively few schools. *Book-keeping*, *Geometry*, and *Algebra* are taught in several Boys' schools.

Every person knows that in country districts the attendance in schools fluctuates with the season. In spring-time and harvest-time boys and girls are required at home, and school attendance falls. So it does in some localities in the depth of winter should the season happen to be severe. On the other hand the attendance is generally large during the summer months, and during the first portion of winter. Practically, in most places, school days are *five* in each week, no matter what may be the season (except, of course, during the six or seven weeks that the school is closed for vacation). It has often occurred to me that it would be a good thing to keep the schools open for a *sixth* day, or even for half the sixth day, during those portions of the year in which pupils can attend well. The additional day, or half-day, each week would be of much use to pupils unable to attend at other seasons. I think many teachers would gladly give this day, or half-day, if allowed to count it towards making up the hundred days necessary to qualify for Results Fees, and I know no reason why this should not be allowed.

School-days

There are only two Model Schools in my group of districts, viz., Sligo and Galway; both continue to be efficiently conducted.

Model Schools.

The monitorial system continues to give a steady supply of young teachers. Indeed, so many monitors, after serving satisfactorily for five years, find it difficult or impossible to obtain employment as teachers, that it is unreasonable to resist the conviction that too many monitors are appointed. In good schools monitors are well trained—taking part in the ordinary work of a well-managed school is, in itself, excellent training—but monitors trained in indifferent schools cannot be expected

Monitors.

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to become good teachers. Among the special regulations for the training of monitors are two: 1*st*, that a monitor must not teach for more than three hours on any one day; 2*nd*, that the monitor should receive three-quarters of an hour's "extra instruction" daily, that is, instruction before or after ordinary school hours. When visiting a school I invariably look to see that these regulations are observed. In some cases the *Time Table* for monitors is not as clear and definite as it should be, but in general the *Time Table* sets forth satisfactory arrangements.

Managers.

In few parts of Ireland have managers done more towards providing suitable school-houses than in Connaught and Clare. This one fact shows that managers take an active and practical interest in their schools. I have repeatedly pointed out that even in those cases where the Board gives a two-thirds' grant the trouble, worry, and expense entailed on a manager who builds a school are very considerable. In Connaught the difficulty of building a new school is often much increased by the fact that building materials have frequently to be carted for several miles from the nearest town. In dealing with their teachers most managers in this circuit seem to be influenced, largely, by principles of leniency. I have rarely met a manager who was not more anxious to praise or to excuse his teachers than to find fault with them. Indeed, occasionally one is inclined to think that lenient principles may be carried too far, and that the interests of the children attending school are sacrificed for the sake of an undeserving or inefficient teacher. When, year after year, the efficiency of a school is unsatisfactory the manager has reason to think that his leniency to the teacher may be a great evil to the pupils. Few questions are more difficult than the proper mode of dealing with teachers who, though too young for a fair pension, are too old or too infirm for effective service.

Promotion of teachers.

The due promotion of teachers is another point which is closely connected with the efficiency of the service. My own opinion is that success in actual school-work should largely determine a teacher's promotion. No doubt it is essential that every teacher should have a certain minimum amount of learning, and as a rule the more learning a teacher has the better for his pupils; but no amount of learning can make up for want of zeal, of practical skill, of devotion to duty; and these qualities can only be ascertained from actual service. The Training Colleges now give a ready means of obtaining promotion; almost every person who goes to training is advanced in classification, so that very young teachers and assistant teachers who go to a Training College immediately after obtaining second of Second Class return in ten months with the comparatively high grade of second of First Class. I think such promotion ought not to be confirmed until the young teacher shows, by work in the school, that he has profited, practically, by the lectures and other instructions regarding school management, which he has received in the Training College.

On the whole I look on the year which has just passed (1893) as one in which, in this group of districts, primary education has made steady progress.

I am, Gentlemen, your obedient servant,

M. Sullivan,

Head Inspector of National Schools.

The Secretaries,

Education Office, Dublin.

Mr. E. DOWNING, Head Inspector.

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Londonderry, 3rd April, 1894.

Mr. E. Downing, Head Inspector.

Londonderry.

GENTLEMEN,—In compliance with your instructions, I beg to submit the following General Report on the state of National Education in my circuit, which extends through the whole of the counties of Donegal, Londonderry, and Tyrone, the greater part of Fermanagh and Leitrim, a considerable portion of Antrim, and small sections of Armagh, Cavan, and Sligo.

School buildings and premises.

Referring, in the first instance, to school buildings and premises, I have to state that, in the city of Londonderry, adequate provision is not yet made for the accommodation of the children, but strenuous efforts are being made to supply the wants. Within the past year a commodious and elegant building was opened in a very central position for the use of the St. Columb's Male and Female National Schools. The old premises previously occupied by these schools are in course of adaptation for the much-needed accommodation of infants. Workmen are engaged preparing rooms in St. Columb's Hall for the use of a new National School. The enlargement of St. Eugene's is contemplated. The reverend manager of Strand Road National School is looking out for a new site. A new building, of striking design, is about to be erected for the use of the Derry Male and Female Schools; and, at Waterside, pending the erection of substantial buildings, temporary provision is to be immediately made for the increasing attendance.

Thus, it will be seen that there is no lack of most laudable earnestness on the part of the managers of National Schools in this city, particularly when it is remembered that, within three years, there were also provided the splendid premises of the Derry Cathedral Schools, the fine rooms of St. Eugene's, Rosemount, and the Craig Memorial Hall.

In the Londonderry District, outside the city, during the past year, three new school-houses were built, and there were five cases of important structural improvement.

In the Donegal District, also, much improvement of school premises has been effected. There are still in that district fourteen unsuitable houses, but in ten of these cases the managers have undertaken to provide new premises. From most of the remaining districts some progress of the same nature has been reported, so that the number of cases of important structural improvement within the circuit during the past year amounts to forty-six.

Difficulty of procuring sites.

Great difficulty is experienced in procuring sites. The reasons assigned for refusal seem sometimes very frivolous. In two instances the objection raised was that the pupils might injure the adjoining meadows by throwing stones into them. In one of these cases it was proposed to change the position of the school-house merely from one side of the road to the opposite side, so that the propinquity to the meadows was not to be materially decreased.

In a few cases it was proposed to put the Acts of 1892 and 1893 in force for the compulsory acquisition of sites, but I advised, with effect, that a further patient effort should be made to obtain the site, in each case, without recourse to that measure, reserving the Act for what it was intended—that is, as really a last resource.

Neglect of schools and sites.

The difficulty of obtaining sites and of getting houses built might be expected to lead to great care of the buildings when erected, and of the sites themselves; yet such is frequently found not to be the case.

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I have had occasion during the past year, as well as previously, to direct attention to sites not enclosed, although leased to trustees for National School purposes for a long term of years. In one instance, the owner of the surrounding farm threatened prosecution for the erection of an out-office on what was obviously part of the school plot leased for 999 years. In another place I found a man in undisturbed possession for over twenty years of part of premises vested in trustees for the use of a National School. In this case all the trustees are now deceased, and owing to the dilapidation of the premises, as well as to this intrusion on them, no one will accept the responsibility of trusteeship.

Remedies for neglect.

The care of these sites should not therefore be left entirely to the local parties. The department must watch over their preservation. Hence there should be kept in every school a permanent record of the history of its foundation, giving the name of the founder or grantor, the conditions of the gift or lease, the term of years, the area and boundary of the site, the names of the trustees, if any, and such other particulars as would enable a new inspector to detect any infringements on the rights of the school.

Repairs.

When the premises are vested in the Commissioners, the houses undergo a periodical renovation. The houses vested in trustees do not, as a rule, receive this attention, because there are no funds for the purpose. Hence the premises vested in trustees very often rapidly deteriorate. The preservation of this school property is well worthy of increased attention.

Many of the very old vested school-houses were badly designed, and are now wholly out of character with modern notions of school architecture; yet, according to the rules, and from the terms of the lease, it seems that some of these already antiquated structures must still do duty for what remains of 999 years. Provision should obviously be made in cases of long lease for necessary reconstruction.

Non-vested premises are, in most instances, badly cared; they receive some show of attention preparatory to the Results inspection, but the repairs and cleaning then effected are intended just for the day, and do not last much longer.

Neatness.

There is great room for general improvement in the cleanliness of the floors. Only in a small minority of schools are the floors well swept with good brushes. I regret that more taste is not displayed in the school grounds, where, instead of anything ornamental, a crop of weeds is very usually found, with, frequently, a nasty heap of ashes and sweepings. The out-offices very commonly obtrude themselves disagreeably on the view for want of a screen of nice shrubs.

It occurred to me frequently during the past year that the Carlisle and Blake premiums might, with great advantage, be reserved for the encouragement of order and neatness, as the Results fees stimulate as fully as premiums can stimulate the efforts to advance literary and scientific proficiency.

School-houses owned by teachers.

I recently met with a few cases in which the school-houses were the property of the teachers. Some flimsy explanation was offered for the evasion of the rule thus infringed, but the fact, with all its concomitant evils, remained in each case. I find no other irregularity to be more fatal to the interests of a school than this. All schools so circumstanced I have ever found to be utterly worthless. The teacher feels himself master of the situation, and becomes an idler; whilst the manager exercises no authority. A very recent incident powerfully illustrates the evil of this arrangement. A certain teacher was frequently

reported by the District Inspector for gross inefficiency, and deliberate and systematic falsification of the school accounts. When this teacher was called on by the Commissioners to resign, the manager appealed, questioning, in very strong terms, the accuracy of the District Inspector's statements. I was directed to make inquiry. On seeing that the inefficiency of the teacher, and the falsification of the accounts were both so obvious that it needed not an expert to appreciate them, I was quite at a loss to account for the action of the manager until I discovered that the school-house belonged to the teacher, on whom the manager was thus dependent for school accommodation. Under such circumstances, there can be no discipline, and the school is bound to prove intolerable.

Want of roads.

Some of the schools are difficult of access. To the Castlebawn School, in the County Cavan, no road leads, and I saw no pathway even. I approached the school with the teacher. We had to cross fences, and walk through swampy fields, where I saw no beaten track. It is proposed to build a much needed school-house at Carrick, in the same county. The selected site is a mile from the county road, from which it is approached by a rough road or bridle-path. Yet this district, thus unprovided with a proper road, has sufficient population to supply 110 children of school-going age. It should be necessary only to direct public attention to so glaring a want to have a remedy forthcoming.

Attendance

Education throughout the circuit is now practically free. Except in the Model schools, fees are not demanded, even where an excess rate is chargeable. The exemption from fees has not sensibly affected the attendance, which, in rural schools, continues to fall: not, however, through any fault of our system. In some places, where there was scope for improvement through the influence of managers and teachers, the numbers have somewhat increased. In the Letterkenny district an increase is reported from thirty-two schools. In my former report I gave a tabulation of certain statistics from nine selected schools in illustration of the extraordinary irregularity of attendance in some parts of Donegal. In three of these nine schools some improvement in point of attendance during the past year is observable, but the remaining six have lost ground—so much so that, in the aggregate, the result is a decline. In the following tabulation the numbers given are the totals of the same nine schools for 1892 and 1893, respectively; for the sake of comparison:—

Year.	No. on Rolls.	No. examined for Results Fees.	Yearly average Attendance.	Smallest Quarterly Average.
1892, . .	1,435	369	509	337
1893, . .	1,365	357	479	326

Of the 1,365 pupils on the rolls of these nine schools, 436 are classed as infants. A comparison of this number with the smallest quarterly average shows that, at those periods when the grown children are required at home, the infants are not kept at school. Of the 357 examined, 50 only were in the senior classes—thus, 29 in fourth, 16 in fifth, and 5 in sixth class. In the Ballyboes N. S., with 168 names on rolls, 3 pupils only were examined in fourth and none in any higher class. In Traighena N. S., with 94 names on rolls, 1 pupil examined in fifth was the only representative of the senior classes. Both of these schools are under the charge of untrained teachers of the lowest class.

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In the city of Londonderry the action of the School Attendance Committee seems already to be bearing fruit. In the twenty-five National Schools within the city boundary, and exclusive of Workhouse Schools, the numbers on rolls have increased between the 1st of January and 1st of April, 1894, by 246—that is, from 4,910 to 5,156. Within the same period of 1893 the numbers on rolls fell from 4,792 to 4,753. Any striking increase of attendance, however, is not to be expected until the new school-rooms are ready. From the population of over 33,000, from the information of persons who know the city well, and from my own observation, I estimate that there are nearly 1,000 children yet to be gathered into school. At the other twelve centres where School Attendance Committees have been appointed under the Act, with one exception, there is ample accommodation for the reception of the probable increase. At Omagh the only National School for boys is the Model School, and of it Roman Catholics cannot be said to avail, as there are but three pupils of that denomination at present enrolled there. The Christian Brothers' School, at which the Roman Catholic boys attend, is already overcrowded.

Instruction and training.

Infants.

Adverting now to the character of the instruction given in our schools, I regret I am unable to report any substantial advance in our provision for infants. It is of extreme importance that the children of the poor should be collected into suitable schools at a very early age. Mothers of humble position have seldom time or sufficient knowledge to properly train their children. The very curiosity of these children becomes inert from the poverty of the field on which it is fed. A boy of seven years of age who has never attended school, and who has not been properly trained at home, has already acquired a great deal of waywardness and sluggishness that it is hard to combat, and, perhaps, impossible to afterwards wholly eradicate. Parents commonly find it difficult to get children at this age to go to school, and, when they do attend, they are usually shy, sullen, and inattentive.

A child coming to a suitable school at, say, three years of age, falls readily into orderly ways, has his fruitful curiosity directed and nurtured, and his physical development assisted in a wholesome atmosphere; is kept bright and active with a variety of exercises; is saved from many vicious impressions, and comes to love school, so that there will never be need in his case for compulsion.

It is needless to dwell on the importance of this period of child life, when the word-memory is phenomenal. It is merely necessary to consider the value of the acquisitions of a child of the better class at seven years of age. The majority of the children of the poor must be, like their fathers and mothers, "hewers of wood and drawers of water." The talents necessary to ascend in the scale are limited, and there is a limit even to the exercise of genius. For those whose lot is to be an humble one, what is needed, principally, is not literary culture, but a moulding into orderly and active habits, with the inculcation of moral principles that will make the yoke sweet. An important part of the moulding is effected for good or for ill during infancy. The recent Act practically limits the school-going age of the poor to eleven years, as every pupil attending school will have passed in Fourth class at that age. The children, therefore, between three and seven years of age, if collected into our schools, should form half or nearly half the attendance, a consideration which in itself seems to me to point to very great urgency for their proper treatment. I certainly would not encourage infants to attend our schools merely to drone for some half-hours in the day the words on a tablet, repeating after a monitor without looking at

the print, and then to sit mute, doing nothing, for the rest of the time. Learning to read is but of secondary importance in the case of infants, and therefore I am of opinion that no results fees should be allowed for the infant class unless suitable provision were made for their occupation and training. The programme makes provision for this under the head of "appropriate exercises"; but, hitherto, this, in practice, has been ignored.

There are a great many small schools in this circuit that have no *raison d'être* but the convenience of small children who could not go a distance to a superior school. Such schools as these should not be tolerated, unless they properly provided for the reception of infants, and gathered them in. There are, again, many schools that have no senior classes. These should be conducted on the lines of an infant school, and the teachers of them should understand the proper method of training infants.

Advanced classes.

In the case of the senior pupils, too, the training, as distinguished from instruction, is very defective. In comparatively few schools, do I find any signs of drill. Once only in an ordinary school, during the year, did I hear the pupils sing whilst marching, a brightening and popular exercise, so very conducive to good order, that it should be commonly adopted. The pupils are, however, extremely well conducted, and I observe with pleasure a considerable toning down in the schools of the abrupt manner so prevalent in the north.

Professional skill.

The instruction is carried on, in general, with zeal and energy. I regret to be unable to record any marked improvement in point of skill. I do not see it. There are many excellent schools to which, of course, this remark does not apply. There is also a large number of schools in which no improvement need be expected so long as the present teachers of them remain in office; but by far the largest class is one of dull mediocrity, in which the elements of progress seem to exist and in which improvement should be easily attainable. The teachers thus stagnating do not, out of school, consider their methods, and lay down improved plans for themselves. They do not define the order and amount of instruction to be given during the coming day. This statement is not mere conjecture, but is well founded on close observation, in a very large number of schools inspected during the past year. In most cases I found the lesson given to be rambling, devoid of method, far too comprehensive, and without the necessary repetition.

Language-teaching.

I directed my observation during the year very specially towards ascertaining the cause of the poor progress at language teaching, and the consequent helplessness of the pupils, in general, at grasping the meaning of a passage of moderate difficulty. Strange to say, I found the chief cause of failure to lie in attempting to teach too much. Our reading lessons contain too many words and phrases that must be explained to the average pupil, and the teacher who attempts to explain all, leaves no definite impression on the minds of his pupils; the result of such a lesson on the mind of the recipient being either an absolute blank, or a confusion of dim ideas. The judicious teacher will confine himself to two or three passages, taking care that these are thoroughly understood, and the explanation permanently impressed by repetition. The acquisition of two or three new words every day will yield a very important addition to a child's vocabulary in a year.

The next most serious cause of this deficiency in understanding English is the insufficiency of practice in reading. It seems to be lost sight of, that all persons acquire the greater part of their vocabularies without the aid of a dictionary or verbal explanation, from merely hear

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ing words frequently repeated in conversation, or seeing them frequently in written composition. The children who read intelligently, I invariably find to be those who read a good deal at home. The inference is obvious. For those who do not read at home, there must be much practice in school. In order that the significance of new words may thus be grasped from mere reading, it is essential that the subject matter should be well within the comprehension of the pupil, and it is important that the matter should be such as to interest him. The fact is that books for children should be written for children by those who understand their wants, and tastes, and capacities. Selections from works written by brilliant authors for cultured readers do not form the right *pabulum*.

A third cause of this deficiency to which I am referring lies in a very common practice of resting satisfied with giving, for meaning, merely an equivalent term, it may be even more uncommon, and less understood than the word to be explained. Of course, such instruction as this is mere trifling. The mere mechanical reading is fairly accurate and fluent, but deficient in distinctness of pronunciation.

Arithmetic.

A great deal of time and attention is devoted to Arithmetic; and the accuracy of computation can well be commended. I consider the instruction given in this important branch satisfactory up to the first stage of Fifth Class inclusive. I am of opinion that, in the higher classes, the instruction is seriously wanting, as a rule, in rationality. The Hand-book of School Management is not satisfactory in this direction. The impression made by it is that the *rationale* of Arithmetic may be neglected.

The words of the text are :—

> "Make the children good calculators. The teacher who accomplishes this has done "his duty, even though his pupils be only imperfectly acquainted with what is called the "*rationale* of the different processes."

This suggestion is correct enough whilst limited to those classes that are engaged at the commercial rules that enter into every day life; but, in the highest classes, the programmes go beyond this, providing for a simple introduction into mathematical training, well within the powers of pupils at this stage. The advanced rules of Arithmetic come very little into play in real life. They are meant mainly for the cultivation of the reasoning faculty, and, if not taught so as to serve this purpose, would be far better omitted. The more rational the instruction, the greater the success; but it must be borne in mind that a large proportion of teachers will be guided by the style of examination. If the theory of Arithmetic be not examined into, it will not be generally taught. I do not expect any such difficult theory as involves algebraical demonstration; but I am grievously disappointed when I find as I frequently did during the past year, Sixth Class pupils, who had received a No. 1 Pass in Arithmetic, unable to explain why, in an exercise in Practice, they place under acres, roods, and perches, respectively, the multipliers 1, 5 and $1\frac{1}{2}$, and questions of similar difficulty.

The rambling instruction to which I have previously referred was especially noticeable at Grammar and Geography. In these branches I very rarely heard given a lesson designed to permanently impress some prescribed and duly limited portion of new knowledge, and to refresh similar impressions made on the previous four or five days; for this is necessary for the average memory. How many are there who can commit to memory a piece of poetry by reading it right through several times? Very few. The average student must repeat the first line several times before he can recite it without looking at the book.

When he has similarly committed the second line, the first line has already faded. Further repetitions are necessary before the first couplet is secured; and thus very slowly, and with numerous repetitions, the piece is appropriated, couplet by couplet. The teacher who has, himself, a greater facility than this for committing to memory, should take care not to credit the generality of his pupils with similar power.

There is no more prevalent and no more detrimental error in our schools than that of crowding too much into one lesson. I very recently listened to a teacher of long experience of Second Class, and trained, whilst giving a lesson in Grammar to his Third and Fourth Classes combined. These pupils, even those of Fourth Class, proved unable to distinguish the verb; yet, the teacher did not dwell on this important point, but passed on to the distinctions between regular and irregular, transitive and intransitive, and even active and passive voice.

School of excellent type.
The secrets of their success.

During the past year, I visited a good many of the schools of highest repute, and carefully sought for the secret of their success. I wish I could impress upon all the teachers in my circuit that these brilliant results are not attained by cramming, but by systematic and rational instruction, and patient persevering repetition.

A short sketch of one of these schools will show what splendid work is possible under the National system.

Description of one.

The Richardson Memorial National School is in the rural townland of Macosquin, and about two miles from Coleraine. In the year 1868, when the present teacher got charge, there were 41 pupils, of whom 24 were in First Class; 10 in Second; 4 in Third; and 3 in Fourth. There were none higher than Fourth Class. There are at present 147 pupils, of whom 69 are in the senior classes, that is to say, in Fourth, or higher. Twenty-eight are in Sixth Class. The Results Examination of this school always proves a great success. On the last occasion, the passes amounted to 94 per cent. of the number examined. Vocal Music and Drawing are successfully taught, as also Algebra and Physical Geography. Whilst accomplishing much more than the obligatory work of a National School in this very superior manner, pupils are prepared for the Science and Art, Intermediate, Civil Service, and Royal University Matriculation Examinations. Amongst numerous brilliant successes, I may mention several Exhibitions in the Intermediate Middle Grade, silver medals for Natural Philosophy and Chemistry, and a gold medal for Mathematics; whilst, at the two last open competitions of candidates from the United Kingdom for Female Clerkships in the Civil Service, the first place, on each occasion, was taken by a pupil of this school.

There is no local advantage to account for the pre-eminence of this Institution; its one privilege being the possession of a teacher of great ability, and devoted to his duty, in the person of Mr. Jackson. I should add that he is ably assisted by his daughter, who is a B.A. of the Royal University. There is here no creeping in of pupils at half-past ten or eleven o'clock. School work, for advanced pupils learning extra branches, commences at half-past eight in the morning, and continues until 4 o'clock in the afternoon. At half-past nine, I found the pupils fully assembled, and business proceeding with perfect system and great energy. The instruction given by the Principal to the senior classes was strikingly rational. There was no attempt at putting on the memory passages and formulæ devoid of meaning to the student. Principles were ably and patiently explained. Thus were disclosed the secrets of success.

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Model schools.

From the fifteen departments of five Model Schools not under my immediate inspection, with three exceptions, the reports have been very favourable, and these reports, from the District Inspectors, in all instances, correspond with the estimates I have formed of the efficiency of these schools from my incidental visits to them. The Londonderry Model School, which is under my sole inspection, has more than maintained its former very high standard. The last examinations of all the three departments proved highly successful. I am greatly pleased with the noble tone of this establishment which must be mainly credited to the influence and example of the most worthy head-master, Mr. Mitchell. I have lying before me formidable lists showing the successes in life of past pupils, amongst whom I find many of the most honoured in the community. The synopsis, even, is too lengthy to insert here. I can only say that the record is a remarkable one, and that it proves that the Model School has rendered invaluable service to Derry.

The provisions, then, of the National system undoubtedly afford scope for a magnificent education that might be varied to suit the circumstances of the locality. It remains but for Managers to secure able teachers. The supply, indeed, of such is as yet limited; but it is increasing, and the prospect is hopeful.

Monitors.

The monitors, to whom we should mainly look for our supply of teachers, are of late years proving, on the whole, very satisfactory; and I am glad to find, from an examination of the records, that a very large proportion of the teachers appointed within the last ten years had served as monitors. If the purpose of giving needed help in the schools could be entirely excluded from consideration in the appointment of monitors, and if these appointments could be strictly limited to very promising candidates and to superior schools, a good supply of creditable teachers would be ensured. The bane of the monitorial system is that Managers consider monitors more in the light of helpers than of embryo teachers. If a school once commands the prescribed average, an appointment is expected, no matter how poor the material or the chance of proper training.

Teachers.

There is a very evident awakening to the necessity for greater circumspection in the selection of teachers, and care should be taken lest any blame in the matter of supply should hereafter be attributed to the department. The Inspector, when urging reform in a worthless school, is often met with the question—"Where is a good teacher to be got?"

The efficiency of a teacher depends upon his vigorous health, good address, scholastic attainments, professional skill, and fidelity to duty. No candidate should be admitted to examination for classification unless possessed of good manners, and able to speak correctly, and to read with good taste. One not thus accomplished is not a fit model for pupils. It may be said that Managers can judge for themselves on these points, and reject unsuitable applicants for their schools, but, as a matter of fact, Managers very commonly appoint teachers before seeing them, relying on the official certificate.

With a view to the improvement of scholastic attainments, the programmes of examination might, I believe, be advantageously revised. Some of the books that have to be read give a great deal of trouble to the student with very little scholastic value in return.

The first qualifying examination might be more testing, so as to ensure that any candidate who passes may be fully competent to instruct the senior classes in the subjects usually taught in National schools.

From the subsequent examinations the rudimentary subjects might then be dropped.

A teacher on getting classified, and after obtaining a school, must, under ordinary circumstances, teach for some years before he qualifies for admission to examination, with a view to promotion. As a rule, he does not continue his studies during this interval, but merely resumes them when he begins to feel a certainty of being admitted. There is a similar interval of mental inertness between his successive promotions, followed in each case by a hurried "cramming." It is needless to dwell on the valueless nature of study thus prosecuted. Teachers, like men of every other profession, should go through a continuous systematic course of study, and then turn their whole attention to their profession and its duties. Promotion should then depend wholly on their success as teachers and conductors of schools.

Even yet the emoluments and conditions of the service are not inducing to enter it, and to retaining in it, a sufficiently good class of man for the very important office of National teacher. The value of the position might be greatly enhanced, and a superior class of teachers secured, by increasing for teachers of experience and high repute the chances of advancement to higher positions.

Managers.

The indebtedness of the country to the Managers for what they have done for the promotion of education, is very great. In the aggregate they have spent a vast amount of time, labour, thought, and money in the cause. Most of the Managers take a deep interest, very many an enthusiastic interest, in their schools; and speaking generally, this supervision is undoubtedly judicious and effective. That the Managerial system is peculiarly well suited to the circumstances of this country, no one well acquainted with these circumstances will question.

Supervision of school.

There are however within five districts from which I have reliable returns, twenty-five Managers who seldom visit, and the number of schools thus affected amounts to sixty-four. The interests of over 2,000 children are concerned; and this refers to but half the circuit. In cities and large towns, the rivalry between the different schools, the influence of some intelligent parents, and the liability to frequent visitations, all conduce to punctuality, assiduity, and earnestness on the part of the teachers; but in remote rural schools, where these incentives do not operate, more supervision is desirable, than has been given in the past.

The rules of the Board invest the manager with ample authority to maintain discipline in his schools, and this is supposed to be, in general, sufficient, without official interference. Many managers, however, practically abdicate this authority, throwing the whole responsibility of the discipline of the school on the District Inspector who has no direct authority. It is of the utmost importance that where this state of things exists, it should be clearly understood, so that the Commissioners might take the necessary measures to strengthen the influence of the inspector, lest his efforts should be paralysed by any indecision of administration.

I am, Gentlemen,

Your obedient servant,

E. Downing.

The Secretaries,
Education Office.

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Mr. Thomas J. Alexander, B.A., District Inspector.

Londonderry, 28th February, 1894.

Gentlemen,—In accordance with the instructions contained in your letter of 5th December last, I beg leave to forward the following General Report upon the Londonderry School District, of which I have been in charge for the past two years.

The district.

The District includes a large portion of East Donegal, an extensive tract in the north-west of County Londonderry, and a narrow strip in the north of Tyrone. In addition to Londonderry the only towns of any importance in it are Carndonagh (765), Moville (1,217), Raphoe (843), and Buncrana (735).

Physical characteristics.

In the northern portion of the district—which comprises the peninsula of Innishowen—the conditions of existence are much less favourable to material prosperity than in the southern. The central portion of the peninsula is very hilly and barren, much of it being covered with bog. The great bulk of the people reside near the coast, and are mainly employed at farm work. Many of the holdings, however, are small, and as much of the soil is of very inferior quality, it ill repays the labour expended on it. Shirtmaking is carried on pretty extensively in several localities—mainly as a "cottage industry"—and the proceeds prove a very serviceable augmentation to the family income. Fishing is largely carried on by the people living between Malin and Innishowen Heads, but the earnings from this source are necessarily precarious, and have been particularly so during the past winter owing to the prolonged continuance of stormy weather.

Schools

In the southern portion of the district the people are almost exclusively engaged in agricultural pursuits. Many of them are in fairly easy circumstances, as their holdings are relatively large, and they are successful farmers.

There are 153 schools in the district classified as follows—

Ordinary Schools,	144
Poor Law Union Schools	2
Evening Schools,	2
Convent Schools,	5

Their distribution fairly accords with that of the population, and, except in a few cases, they can accommodate the children now in attendance. If by legal compulsion, or otherwise, the regular attendance of those children who do not come to school at all, or do so for only a small portion of the year, could be secured, the school accommodation would then have to be largely increased. I do not feel it necessary to discuss here the advisability of enforcing—by legal means in the last resort—regular attendance at school. Public opinion has recognised its necessity, and it has received Parliamentary sanction by the Irish Education Act of 1892. It may not be out of place, however, to state that by many clergymen of various denominations I have heard the opinion repeatedly expressed that the apathy which a section, at least, of the population display in reference to the education of their children can only be overcome by the infliction of penalties for neglect.

School-houses.

The use of houses of the "thatched cabin" order as National Schools—once so common—is now practically a thing of the past. Two of the

most unsuitable of these venerable structures are about to be replaced by new vested houses. In four other cases the managers have it in contemplation to apply to the Board for Building Grants. During the past two years five new houses have been erected, and fourteen have been either enlarged or otherwise improved. There are seven new houses in course of erection. They will be finished and occupied this year. Of the houses in this District 122 may be regarded as satisfying all material requirements, and thirteen as being either unsuitable or much in need of repair. The others, while being in a somewhat better state, yet require improvement in one or more respects.

Out-offices.

All the schools, except six, have out-offices attached. This accommodation was provided in three cases last year. The offices are not always sufficiently clean, and the regular application of disinfectants is too much neglected.

Supply apparatus.

I found many of the schools ill supplied with apparatus when I took charge two years ago. In only a limited number did I find such essentially necessary articles as a globe or a ball frame. The maps, too, were sometimes either too small for teaching purposes, or were in bad condition, and a portion of the schools were unprovided with either a second blackboard or a clock. At the expense of much trouble and correspondence, I have succeeded in inducing the managers, in many cases, to supply in whole, or in part, what was needed, but under this head a good deal has still to be done. The obstacle generally pleaded was lack of funds. The experience of many years has convinced me that our schools will never be kept properly supplied with apparatus until the State accepts the responsibility, which, with proper safeguards against loss through neglect, would not be a large one.

Monitors.

The results of the last two examinations of monitors in their final year have not been at all satisfactory. Out of eight female candidates examined in 1893, only three passed, and though the male candidates succeeded, their answering did not reach a high standard of merit. I am strongly of opinion that the minimum age for monitors should be raised from twelve—at which limit it stands at present—to thirteen years. Candidates should not be accepted out of a lower class than fifth, second stage. Were it not that the area of choice might be thereby unduly limited, I should be disposed to advocate that no candidate should be appointed who had not at least passed once in Sixth Class.

Periodic school examination of monitors.

In my last district I adopted the following plan with excellent results. Each teacher was required to examine his monitor on paper in the course of instruction gone over during the preceding three months, and to send the marked answers to me, with a statement showing the work of the monitor during the period above named. By subjecting the monitor to a periodical examination test in this way, he was gradually and effectively prepared for his final examination, and the teacher was obliged to give regular and systematic instruction in the several subjects included in the programme of examination for monitors. Owing to the pressure of official work I have been unable to introduce the practice into this district, as I had no time for the needed revision of the work of both teachers and monitors. By a careful selection of candidates in the first instance, and by recommending appointment in efficient schools only, I hope to be able to effect a radical improvement in the quality of the monitorial staff. How important this is may be inferred from the fact

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that out of sixty one teachers appointed to schools here within the last ten years forty-four had previously been either pupil teachers or monitors.

There are, at present, 185 male and female teachers employed in this district, classed as follows :—

Teachers.

	Males.	Females.
First Class, First Division, ...	5	3
First Class, Second Division, ...	14	7
Second Class, ...	57	41
Third Class, ...	32	26

Many of them are doing excellent work in their schools, and all, with a very limited number of exceptions, are in their private lives without reproach. They keep themselves free from political or other entanglements, and abstain from anything that would render their schools objectionable to any section of the population. I must add that they do not, I fear, as a body endeavour to cultivate an acquaintance with general educational literature, or to acquire such a knowledge of the elementary facts of psychology as would enable them to impart instruction to their pupils in strict accordance with the recognised laws of mental development. Hence the mistake is too frequently made of teaching *words* instead of *things*. Instead of approaching a subject from the concrete side, technical or abstract terms are first introduced to the notice of the pupils who are taught to give glib definitions of them, without having any clearly realised ideas on the subject.

Order and discipline.

In the majority of the schools the training and discipline of the pupils receive adequate attention, and the work of instructing them is carried on regularly and systematically. In others, however, the teachers fall into very slipshod methods, which necessarily cause much waste of valuable time. Slates and copybooks are not always at hand when wanted. I have seen teachers spend from five to ten minutes in getting the division in desks to work. Ink *bottles* are sometimes used, but as they are not fastened to the desks in any way, they have to be collected at the termination of the half hour during which they were required. The insertion of ink *wells* in desks—a plan adopted in most of those instances at my suggestion—effectually meets the difficulty.

School Banks.

In only six instances have school savings banks been established in the district in accordance with the suggestions contained in the recent circular of the Board on the subject. It is to be regretted that the proposal—a most timely and excellent one—has not been adopted more widely. Only two managers in the district viewed it with disapproval. One of them stated, in reply to my communication to him on the subject, "that personally he very strongly disapproved of the plan, and thought it much more likely to develop bad traits in children's characters than good." The other in his reply explained that the reason why school savings banks had not been introduced was that "it was not considered wise to endanger the great benefit in the way of increased attendance expected from education being made free, by the premature introduction of a fad." A third manager writing in less vigorous terms stated that "he was not aware of any obstacles to prevent, nor any inducement

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to encourage the establishment of these banks." In other cases a general approval of the project was expressed, but it was held not to be feasible in practice owing to the poverty of the parents of the pupils or their unwillingness to allow their children to become depositors.

The abolition of school fees has not, so far, caused any general increase in the attendance at the schools in the district. In only forty-eight schools—less than one-third of those under my inspection—has there been an increase of four or more in the annual average attendance, while in thirteen there has been a decline in the annual average varying from four to ten. The relief afforded by the introduction of free education was probably less felt in considerable portions of the district than might otherwise have been the case, owing to the fact that two of the Poor Law Unions in the district were "contributory" up to the passing of the Irish Education Act of 1892. In consideration of the payments made by the Poor Law Guardians, it was not usual for teachers in such unions to press for payment of school fees.

Abolition of school fees.

Reading.

The pupils usually display ability to *read* with fair mechanical correctness, but, except in a minority of the schools, little more than this is either attempted or accomplished. The higher qualities of good reading are too frequently absent. The end of the sentence is not marked by a proper modulation of the voice, and the meaning is not brought out properly by the laying of due emphasis on the important words—a natural tone of voice is not sufficiently cultivated—and even the pauses indicated by the stops are not always adequately attended to. Every prominence has been given by me, in my intercourse with the teachers, to the urgent need of removing these serious defects. I am sometimes led to think, however, that in giving greater attention to the subject they are more influenced by a desire to please me than by any realised sense of its great importance. One main reason why more satisfactory results are not attained in this subject is that it is not always *systematically* taught. In many schools the infants and First Class pupils are allowed to read the lessons in an unvarying tone of voice, the teachers being under the impression that young children are not capable of anything better, and the monotonous habit of reading thus fostered clings to the pupils in the higher classes. In such cases, too, the teacher apparently believes that he has fully discharged his duty if, whenever necessary, he does what Dr. Joyce describes—but only to condemn—as "lifting the pupil over the rough ground." He pronounces the word for the child the moment the latter hesitates, and worse still, takes no steps to secure that the correct pronunciation shall be remembered. As one means of securing this result I have suggested to teachers that the words with which the pupils appear to find difficulty should be underlined, and a special lesson given on these words at occasional intervals.

Explanation.

The proficiency in *Explanation* leaves much to be desired. There are no doubt difficulties in the teacher's way to which I adverted in a former Report, but in many of the schools explanation does not receive the amount of attention which it is quite practicable to give it.

If by careful questioning in the Junior Classes, the teachers would impress on the young children the fact that words have meanings which must be sought for, the spirit of inquiry thus fostered would be certain to have an excellent effect when the pupils reached the higher classes. If a collection of the natural objects mentioned in the Lesson Books, or their pictorial representations, were kept in the schools for exhibition to the pupils in connexion with the printed text, much could be accomplished towards securing that the children should have clear ideas in their heads corresponding to the words in the reading lessons. With

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this object in view, I have succeeded in inducing the conductors of many of the schools to procure the Sheet of One Hundred Animals. If the "Developing Lessons," arranged by Mr. Wilderspin—the object of which was to induce children to think and reflect on what they saw—were now available, they would prove a valuable aid in this connexion.

Spelling.

Spelling is taught with a very fair degree of success, especially to the Junior Classes, if the proficiency is measured by the number of passes. In a good many cases, however, only No. 2 passes could be awarded. Too much reliance is placed on transcription, and the Dictation exercises are not always marked as carefully as is desirable.

Writing.

On my first course of inspection here in 1892 I found the *writing* indifferent in a considerable number of the schools. Absence of proper supervision was one of the causes of this, in some cases at least, but it mainly arose from the unsuitability of the copybooks in use. The experience of many years has convinced me that the best copybook for Second Class is No. $1\frac{1}{2}$ of Foster's ordinary series, for Third Class, No. $3\frac{1}{2}$ of same series, and for Senior Classes, No. 9 of Thom's series. The adoption of these books has effected a very sensible improvement. The pupils do not, as a rule, exhibit a very high proficiency in letter-writing. At my suggestion, all the teachers have adopted the practice of training their Sixth Class pupils to write letters on note-paper, and to address envelopes.

Arithmetic.

Measured by the ability of the pupils to work the prescribed exercises on slate or paper (as the case may be) the results achieved in *Arithmetic* are, on the whole, satisfactory. I have rarely to complain of the Arithmetic of the Junior division, and generally find the children able to add, subtract, or multiply aloud with reasonable facility. The subject is not always dealt with, however, in such a manner as to enable the pupils to interpret their results, and hence such questions as the following would remain unanswered by many pupils who are able to work correctly a formal exercise in one of the Simple Rules :—

I had 486 apples, and I got 58 ; how many had I then ?

By how much is 4806 greater than 796 ?

A boy got 60 pennies ; he gave 12 pennies for books, 8 pennies for paper, and lost 6 pennies ; how much had he at last ?

Weakness is occasionally shown by Fourth Class in this subject, and pupils of Junior Fifth sometimes stumble when working exercises in Simple Proportion, but the other classes usually acquit themselves with credit.

Mental calculation is too often neglected, and it is only occasionally I find that the senior pupils can add with facility and correctness the prescribed exercises in compound addition. A greater degree of soundness in the knowledge of notation is desirable.

Grammar.

A due proportion of the school time is devoted to instruction in *Grammar*, but the results achieved are by no means commensurate with the labour expended. Third and Fourth Classes generally exhibit a fair knowledge of the subject to the extent required by the school programme. The pupils of the former class are not always able to point out the noun for which a pronoun is used, and sometimes display uncertainty as to the parts of speech to which adverbs are "joined." Fourth Class pupils often find difficulty with the (simple) tenses of verbs, though the point is by no means recondite if properly explained. Syntactical parsing is taught with very moderate success, and until the method of instruction adopted by many teachers is radically changed, much improvement need

not be looked for. No sound progress can be made in this subject unless the teaching is based on analysis. "The analytical method forces a pupil to use his judgment and reason in the effort to understand the sense. Intelligence is called into play, for the pupil is no longer studying words as words, but as the expression of thought. Memory is subordinate, and reason is to the front. The sense is paramount and any other process than that which gives the sense is in the way. Thus there is enforced an attitude of attention, and an act of discrimination highly disciplinary, and not less cultivating. You may parse a boy through the Course of Time and Paradise Lost—and the boy's ineradicable conviction is that these works were created solely for this terrible business —without eliciting a spark of feeling or a glint of intelligence. But when you touch a gem of English Literature with this wand of analysis, you not only flash a grammatical fact into his mind, but often a hearty moving truth into his weary soul." The text books err by including much unnecessary matter. If they were drawn up on the lines suggested by Robinson (Manual of Method) they would be much more suitable.

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Mr. T. J. Alexander, District Inspector.
Londonderry.

Blank maps of Europe and Ireland have been introduced, at my suggestion, into all the schools, and are now universally used by Fourth and Fifth Classes, and with very fair results. Fourth Class pupils, however, occasionally display a want of sufficient acquaintance with the Map of the World, and those of Third Class when examined on the same map do not always use the pointer with due precision and exactitude. The pupils of the higher stage of Fifth Class sometimes exhibit an imperfect knowledge of the *Geography* of Ireland. I have succeeded in inducing managers to provide globes in many cases where they were wanted. Without them, of course, instruction in Mathematical Geography becomes mere parroting. Photo-relievo maps, which are now easily procurable at cheap rates, serve admirably to give clear notions as to the physical conformation of each country.

Geography

The following extract was penned in reference to English schools, but the strictures contained in it apply, in some measure, to our Irish schools:

> "Geographical teaching is sometimes too much restricted to the pointing out of places on the map, or to the learning by heart of definitions, statistics, or lists of proper names. Geography, if taught to good purpose, includes also a description of the physical aspects of the countries, and seeks to establish some association between the names of places, and those historical, social, or industrial facts which alone make the names of places worth remembering."

In accordance with the requirement of the Board, *Agriculture* is taught in all the rural schools, and, so far as the boys are concerned, with fair success in the great majority of them. The girls also, in mixed schools, usually receive instruction in it, but their answering is, as a rule, less satisfactory than that of the boys. There is no *practical* instruction given in the subject in any of the schools in the district.

Agriculture.

Book-keeping is taken up occasionally, but I cannot speak very favourably as to the results, except in a few instances.

Book-keeping.

Plain needlework and knitting are well taught. In accordance with my suggestion the pupils use coloured thread in the early stages of instruction in the former branch. More rapid progress is thereby secured.

Needlework.

Very poor attempts are made at *cutting-out*; this is not caused by any deliberate neglect on the part of the female teachers, but rather results, I believe, from their want of an adequate knowledge of the subject. If a short explanatory statement were issued for their

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guidance by the Directress of Needlework, relating to the cutting-out of a few articles of underclothing, such as a chemise, drawers, &c., or their attention called by circular to the portions of the Manual of Needlework which should be followed, it would be productive of very great benefit.

Mr. T. J. Alexander, District Inspector. Londonderry.

I can record little progress in *Darning*. The subject is not properly taught, or in accordance with the instructions contained in the Manual of Needlework. I am doing what I can to raise the proficiency in this important acquirement by bringing with me, for exhibition in the schools, a suitable specimen of darning.

Vocal Music and drawing.

Vocal Music is taught in only 25 schools; in all but 5 of these the Tonic Sol-Fa system has been adopted, and with satisfactory results. Instruction in *Drawing* was given in 23 schools, but in a considerable number of cases with only moderate success.

Kindergarten.

The Kindergarten system is practised in four out of the five Convent schools in the district, but in no others. I can speak in very favourable terms of the efficiency of the training given by the sisters who have charge of this department. I should be glad to see more attention given to such "object lessons" as would illustrate the printed text of the children's reading books.

Algebra and Geometry.

Algebra and Geometry were taught in a limited number of schools. The general proficiency of those examined in these branches was fairly good. Sounder results would, however, be accomplished in the latter subject if the study of it were preceded by a training in carefully graduated practical geometrical work.

Physical Geography.

Physical Geography was attempted in a few schools, but with moderate benefit to the pupils.

It has been well said that every kind of education should hold before it three chief aims:—(1) The training of the moral sentiment; (2) the developing of the powers of observation; and (3) the calling out and strengthening of the faculty of reason. Our schools are, in the main, doing excellent work in reference to the first and third of these objects, but our teachers have not yet sufficiently recognized the need of giving due prominence to the second. This could be done "by showing the elder scholars how to turn to good purpose any means of instruction or objects of interest which the neighbourhood affords, and by encouraging such scholars to bring to the school accounts of what they had observed. When circumstances permitted there should be provided an orderly collection of simple objects, geological and botanical specimens, examples of industrial processes, or other apparatus chiefly designed to illustrate the school lessons, and formed in part by the co-operation of the scholars themselves."

I am, gentlemen, your obedient servant,

THOMAS J. ALEXANDER,
Inspector of N. Schools.

The Secretaries, &c., &c.

Mr. P. M'GLADE, District Inspector.

Appendix C.

Reports on State of Schools.

Mr. P. M'Glade, District Inspector.

Donegal.

Donegal, 28th February, 1894.

GENTLEMEN,—In compliance with your instructions I beg leave to furnish the following, my first general report on the state of education in the Donegal district, of which I have been in charge since the 1st March, 1892.

The district.

The inspection area is an extensive tract of sea-board flanking the shore of Donegal Bay in its entire curve from Glen Columbkille on the north-west to a point within three miles of Grange on the opposite side, and carrying a mean breadth of about eight miles over the Counties of Donegal, Fermanagh, Leitrim, and Sligo. This tract is divided symmetrically—into what may be designated southern and western sections—by the River Eske, at the mouth of which is prettily situated the town of Donegal, the official centre. Other towns are, in the western section, Mountcharles, Killybegs, and Ardara; in the southern, Ballyshannon and Bundoran. These, with numerous villages, contain but a small proportion of the district population, which is therefore almost entirely rural. They call for no lengthened reference here, and may be dismissed from consideration with the remark that many of them form centres from which schools in their vicinity may be conveniently reached for inspection purposes.

Physical features.

The surface of the country for the most part presents a pleasing succession of hills or hillocks resting on an inclined plane which rises, more or less gradually at different points, from the sea-level to the bases of mountains in the background. These mountains, in a well-defined ridge, may be regarded as completely enclosing the district: there being but a single break on the east side where an immense stretch of moorland, coming almost from the district centre, is continued southerly and easterly to the picturesque shores of Lough Erne. This peculiar land formation exposes the entire surface to the full fury of the Atlantic gales which blow during autumn and winter, induces a humid climate, and is in some degree responsible for the prevalence of the grazing system in the agricultural pursuits of the people. Manufactures are few and unimportant. The principal are the well-known pottery made at Belleek, and the scarcely less known Donegal tweeds which form cottage industries for the peasantry of the Ardara, Glencolumbkille, and Kilcar parishes. It is remarkable that in these localities, especially the last-mentioned, are to be found some of the largest and most efficient schools in the district.

Distribution of schools.

Distributed over this area, and generally speaking in accordance with the needs of the population, are 149 schools classed as follows:—

Ordinary,	145
Convent,	2
Poor Law Union,	2

Too many small schools.

In the thinly populated tracts towards the mountains the schools are necessarily few and distant from one another. By far the greater number are situate in the congested districts which border on the sea. Here, indeed, at many points, there are too many small schools; and their number is but too frequently limited by the difficulty of finding the minimum average attendance necessary to secure the teacher's class salary. Under ordinary circumstances there is no reason why the number of schools should increase with the density of population. Large schools have in the very magnitude of numbers, as well as in

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Donegal.

other respects, numerous advantages over small ones in the work of education. But the clergymen of the different denominations here, while fully alive to the importance of these facts are, by a desire to provide for the religious instruction of the pupils, prompted to establish schools wherever the children of their respective communities are sufficient in number to form the minimum attendance. Hence the over-supply of small schools on whose general usefulness I shall have something to say farther on.

New schools.

During the year 1892, two schools were taken into connection. One of these, Bundoran Convent National School, was established by the Very Rev. Canon M'Kenna, P.P., Bundoran, to supersede the Bundoran Female National School. It has already attracted a large attendance of pupils and promises to be a very successful school. The other, Four Masters National School, was opened by the Right Rev. Monsignor M'Fadden, V.G., Donegal, at a place four miles east from the district centre. The house is a spacious and handsome building, well fitted with all the necessary requirements. 109 pupils are now enrolled at this school, and from the results of last inspection, I can say that it is doing excellent work in the locality. One small school, Rock of Bundoran, was closed last June by the Manager as being no longer necessary.

School buildings, &c.

Of the 149 schools, about eighty are held in buildings in all respects satisfactory; 49 in houses affording adequate space accommodation; but in many cases dimly lighted and badly ventilated. Few of these are provided with out-offices, and the school furniture is in several instances old and unsuitable. A common defect in the houses throughout this district is that the walls are damp for several months of the year. This arises from the humid nature of the climate already referred to. As a result the air of the room becomes unhealthy; maps, tablets, and pictures, if suspended, soon get discoloured and damaged; and the walls assume a dingy appearance. During the past two years, substantial improvements were effected in houses of this class; but much remains to be done.

Unsuitable school-rooms.

The remaining twenty schools are conducted in structures decidedly unsuitable for their purposes. The number of pupils taught in these during the year 1893, was over one-sixth of the total on rolls in the district.

I am glad however to be able to state that active steps are being taken by the Managers to secure that so many school-going children shall not be subjected to the physical discomfort of these hovels, and obliged to work under all their disadvantages.

New school houses.

In the year 1892, a new vested house superseded a temporary and unsuitable structure at Carrick. Similar improvements took placé at Ardfarna, and in the following year at Castlegal and Malinbeg. Grants towards building houses at Laghey and Drumnahirk have been sanctioned by the Commissioners. Applications for aid to erect new school-rooms at Bundoran, Mullaghmore, Crove, Rossinver, and Glenaniffe, are at present under consideration. New houses are necessary in fourteen other localities, the names of which I omit for obvious reasons. In most of these cases, the Managers are endeavouring to procure suitable sites, not without experiencing considerable difficulty. I hope that they will eventually succeed.

Repairs.

Of the 149 schools, seventeen are vested in the Commissioners, twenty-one in local trustees, and 111 are non-vested. Those vested in the Commissioners are invariably kept in good repair. For the maintenance of about thirteen of the non-vested houses, special funds are provided, and they are kept in tolerably good order. In al. other cases the expense of repairs falls on the local managers, who, with a few

exceptions, are always most willing to undertake improvements; though sometimes unable to proceed with the work from the difficulty of procuring the necessary funds. *Appendix O.* Reports on State of Schools.

The Managers of the schools here may be classified as follows:— *Mr. P. M'Glade, District Inspector, Donegal.*

16	Roman Catholic Clergymen,	manage 97	Schools.
15	Irish Church Clergymen,	„ 25	„
4	Methodist Clergymen,	„ 7	„
3	Presbyterian Clergymen,	„ 4	„
8	Laymen of different denominations,	„ 16	„
46		149	

Managers.

The great majority of the Managers take a very active interest in the efficiency and general welfare of their respective schools; they are particularly careful to visit them frequently, and to encourage as far as possible, a regular attendance of the pupils. A few of the lay Managers who reside at a considerable distance from their schools, seldom visit them; but in this respect a decided improvement is at hand.

The classification of the principal teachers is as follows:— Twenty-seven are in first class, fifty-seven in second, and the remaining sixty-three are in third. Twenty-five assistant teachers are employed in twenty schools. They are thus classed:—One in first, twelve in second, eleven in third class, and one junior literary assistant. There are also eighteen workmistresses who give needlework instruction in as many mixed schools. Classification of teachers.

The above figures show that classification is here under the average standard, and I fear it will remain so for some time. The teachers who obtain their promotion, as the reward of private study and faithful service as school keepers, are becoming the exception. A small proportion of those in second and third classes show a disposition to go forward, but the general character of their schools is not always such as would entitle them to admission to the district examinations. Again, there are many deserving teachers who will not undertake for various reasons, a systematic preparation of the subjects in their Programme.

In such cases, the attainment of a higher class is now sought through the medium of a Training college.

About one in every fifty-five of the teachers of this district is annually trained. Taking into account the number of Queen's Scholars appointed to schools on completion of their course I may regard the proportion as one in fifty, or two per cent. Training.

The work of the training colleges is felt in the schools in improved organization, discipline, order, and general tone. Its effect on proficiency is not so marked.

Paid monitors are employed in the largest and best conducted schools where they receive a lengthened and careful course of training for the office of teacher. The literary instruction of these young people is also well attended to. Their very creditable answering at the yearly examinations is sufficient proof of this. Few of the fifth-year monitors who receive certificates of classification succeed in securing appointments as teachers. Monitors.

During the year ended February, 1894, there was a total of 10,662 pupils on the Rolls of the 149 schools. The average attendance for the same period was 6,232 or about fifty-nine per cent. of the number on Rolls. This proportion must be regarded as quite unsatisfactory. However, from information gleaned from the annual reports on some other districts, I have come to the conclusion that it is comparatively high. The corresponding per-centage for the preceding Results year was fifty-seven. These returns show that during the past year some improvement in the regularity of the attendance took place. This desirable result is Attendance for past year.

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to be attributed chiefly to the abolition of school fees by the Irish Education Act of 1892, and to the institution by the same Act of capitation payments—a provision which, I am satisfied, even without having recourse to figures, has already done, and will continue to do, much good by securing the teachers' influence in aiding Managers to fill their respective schools. During the same year 7,657 pupils made 100 or more attendances, a number greater than that for the preceding year by 234. It should be stated too that these improvements took place in the face of adverse circumstances. From April, 1893, to January, 1894 waves of epidemics—whooping-cough, influenza, and measles—spread, at slight intervals, over the country, interfering to an unprecedented extent, with the work of the schools.

Attendance in general.

The more permanent causes of irregular attendance here may be briefly summed up:—(1) Indigence as well as apathy of parents; (2) Severity of the weather during autumn, winter, and spring, intensified by the strong gales from the Atlantic; (3) Unsanitary state of several of the school-rooms. Tillage operations also aggravate the situation, but not very sensibly on account of the small area under cultivation, perhaps not one-twentieth, of the arable surface is annually broken up. On the whole, I incline to the opinion that the removal or mitigation of these causes rests with the Managers and other local bodies interested in the welfare of the people rather than with the hard and fast measures of State legislation, which I consider applicable and necessary only in towns, large and small.

Proficiency of schools.

Keeping in view the requirements of the school programme, the classification of the pupils, and the general character of their answering at the yearly examinations, I should say that a fair proportion of the schools here have attained to a respectable level of proficiency.

After these rank the great majority of the schools, moderate in size, many doing useful work, but all capable of much improvement. They are, for the most part, in the hands of teachers who are by no means unskilful, but who, unhappily, are content if they achieve passable results in their schools, They work continually in a groove, and are never animated with a desire to excel in their profession Very many of these teachers are engaged in business or farming pursuits, which, it is much to be feared, divert their attention from, and lessen if they do not destroy their interest in, the duties of their calling. In time school-work is sure to become to such teachers a dull mechanical routine and eventually a drudgery. It is in these schools that substantial progress in proficiency is to be looked for. I have during the year visited incidentally the greater number of them; and, by a system of inspection rather than examination, have endeavoured to improve the organization, general methods of teaching employed, and to see that the several subjects are systematically taught according to time-table arrangements. I believe that my efforts in this respect have not been altogether fruitless.

Evils of too many small schools.

Scarcely any of the small schools to which I have before referred as being too numerous are efficiently conducted. Absence of intellectual vigour and a lifeless tone are their chief characteristics. They are, to use the words of Sir William Petty, "as so many scattered coals, which for want of union are soon quenched, whereas being but laid together they would yield a comfortable light and heat." Then the order and discipline possible in most of them are scarcely different from those of the family. These facts, and many others that might be stated, are potent arguments in favour of larger schools, and cannot be too frequently and fully laid before managers and others interested in the advancement of primary education.

The best schools in point of proficiency I find to be almost, without exception, the best disciplined. Good discipline and sustained work in the school-room seem to act and re-act on each other. Very many indifferent teachers are sadly neglectful of discipline; they thus not only make their daily task more difficult, but fail to fulfil the moral functions of their office.

Discipline.

Observance of neatness and order is not as strict as I should wish. Sometimes unsuitable school-rooms or furniture are at fault, in which case some allowances must be made; but more frequently laxity on this head arises from the slovenliness of the teacher, or from his inability to set a true value on its importance.

Order and neatness in schools.

I now pass to a consideration in detail of the teaching and general condition of the different subjects.

Results programme.

Reading.

This subject is well taught in the better class of schools; outside these fluent and intelligent reading may be looked for in vain; indeed there are not a few schools in which it has not even the merit of correctness. For this state of things three reasons may be assigned:—Aims of the teachers too low; defective methods of teaching the subject; want of sufficient practice. I think it is now very well known that intelligent reading is seldom aimed at, and that the approved methods of teaching it are as seldom followed. Then the provision for the subject, as notified on the time-table, I generally find to be quite inadequate—usually half-an-hour daily, sometimes considerably less—whilst arithmetic, and extra and optional branches are liberally provided for.

Writing.

The proficiency in this subject, although slowly improving, is still far from satisfactory. Wherever the writing lesson is effectively supervised good penmanship is invariably produced. The careful and painstaking teachers do their duty in this respect, the indifferent are inclined to overlook it.

The written exercises of the senior pupils are generally adequate, but very often deficient in quality and neatness, and only partially corrected. One great cause of their want of neatness is the inferiority of the paper on which many of them are executed. This is often so thin and bad that once slightly moistened by the too frequently damp atmosphere of the school-room, the ink penetrates it and gives the work a most unsightly appearance. I have on many occasions to recommend to the teacher that wherever the books are obtained good paper be always insisted on.

Letter-writing.

Letter-writing is improving. The pupils on the whole show more readiness in committing their thoughts to paper. Errors in spelling and punctuation are, however, still frequent in Fifth classes.

Arithmetic.

Mental calculation seldom receives the attention which its importance demands. Except for this defect arithmetic, from a utilitarian point of view, appears to be very thoroughly taught. The chief use of the higher rules of the subject being their valuable logical exercise, the teaching in this section is often profitless, as it consists mainly in getting the pupils to work numerous exercises in accordance with rules which they do not understand. I find that few of the teachers introduce these rules by simple examples which is the true method of explanation. In a fairly well-taught school in this district I called on the Sixth Class pupils to state the rule for finding the simple interest on a certain principal, given the rate and time. This they did fluently, but were utterly unable to account for it. I then proposed an example: "to

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find the interest on £600 for 2 years at 3 per cent.," and by setting forth the process in 3 stages denoted by the brackets in

$$\left\{\left[\left(\frac{£600}{100}\right) \times 3\right] \times 2\right\}$$

succeeded in making it thoroughly understood. I believe the several other rules could be similarly explained, and with great advantage.

In the paper work of the pupils I seldom observe the calculation of the problems in the Rule of Three and its varieties *denoted* as a fractional expression in the first instance, and then worked in the light of that expression: though this arrangement is conducive to clearness and abbreviation of work.

Spelling.

Pupils of First and Second classes are invariably well prepared in single-word spelling, though often not expert at spelling whole phrases. The proficiency in the remaining classes is in exact accord with the care and attention bestowed on the Dictation exercises, and varies very much in different schools. In too many cases the teacher falls back on transcription from books as the sole means of teaching the subject, and is but slowly convinced that his method is ineffective. Copying may be a useful spelling lesson if the exercises are carefully read and corrected. When there is no revision it becomes worse than useless.

Grammar.

Grammar is, perhaps, the worst taught subject in the school curriculum. This is scarcely a matter for surprise, considering the very objectionable way in which the study of simple parsing is usually approached in Third Class. An easy and common-sense method of introducing the pupils to it—a method calculated to draw out their intelligence from the beginning—is given in Dr. Joyce's Handbook, and also in the text-book. But this is never followed in bad, and seldom even in fair schools; the pupils being there obliged to continue parsing the words of several sentences until by sheer repetition they come to distinguish a few of the "parts of speech," perhaps as many of the prepositions and conjunctions as of the nouns and verbs. The great evil of this practice is that the pupil is not led to *think*, and consequently will not think. Calling for *reasons* will not improve matters. If a badly taught pupil parse "them" as a verb, and you ask "why," you will get very freely the answer, "because it signifies action." This is not grammar; it is guessing plus rote-work. When promoted to Fourth Class he is either kept parsing *syntactically*—in terms he does not understand; or is taught with the aid of the text-book the genders, numbers, and cases of nouns and pronouns, &c., and of these he may show a fair knowledge, while he fails to distinguish intelligently the "parts of speech" in an ordinary sentence.

I have frequently to point out to teachers the worthlessness of this so-called teaching, and the consequence of practising it in the very classes where the basis of a sound knowledge of grammar should be laid. Sixth Class pupils seldom show much power in grasping the grammatical or the logical connection of the different words of involved sentences or inversions. I should be glad to see *paraphrasing* included in the grammar programme for this class. It would secure more attention to the explanation of prose and poetry, both at the grammar and the reading lessons. A poetical passage of about five lines to be paraphrased, and containing about as many underlined words to be parsed, would, perhaps, be a simple and suitable test in this class. Of course prose passages could also be set.

Geography.

Geography in Third class is steadily improving. The pupils as a rule give the relative position of places with the greatest readiness, and are

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often quite expert at pointing out even the smaller features of the map. The proficiency in the next three classes varies from poor to very fair. The subject is not well taught in Sixth Class.

The nature of *latitude, longitude, zones*, &c., is seldom properly explained to the pupils. These subjects are either altogether over-looked or taken up perhaps a few weeks before the Results examination—although they are capable of producing a variety of useful and interesting exercises in connection with maps or globes.

Mathematical Geography is scarcely attempted. Map drawing is backward in the generality of the schools. It is rare to find any carefully and correctly drawn maps among the paper-work of the senior classes.

Agriculture.

This subject is generally backward in the schools. The pupils' knowledge seldom goes beyond a few salient points of the book-matter. Even on these intelligent answering is the exception. Some portions of the "Practical Farming" are uninteresting, and are avoided as far as possible by teachers and pupils. If the book were recast and written in a style more attractive to children, profusely illustrated, and a glossary added, it would go far to popularise and improve the teaching of this important subject. Most of the terms "analysis," "loam," "silica," &c., are never explained, and must be absolutely unintelligible to the pupils.

Book-keeping.

Book-keeping is taught in a few schools. A good practical knowledge of the subject is rarely shown.

Needle-work.

Needlework.—This subject is deservedly popular with the parents and children; and the teachers and workmistresses are unsparing in their efforts to meet the requirements of the school programme. Accordingly, a good knowledge of plain needlework, and of knitting, darning, &c., is secured. Teachers recently trained invariably produce excellent results in all branches of needlework. An improvement is observable in cutting out, and also in the number and finish of the garments made up by the girls in school.

Alternative scheme.

The *Alternative Scheme* is taught in a small proportion of the schools; but with very encouraging success. The industries usually taken up are Nos. 1, 2, 3, of Class A; and No. 2, of Class B. The text-books selected as readers are generally the Sixth Book of Lessons and one of the works on Domestic Economy on the Board's list. Composition is the weakest subject.

Vocal Music.

Vocal Music is taught in ten schools. The proficiency is generally fair. During the past year it was introduced into two schools; but given up in five others in which it was very indifferently taught. Hullah's system prevails. In only one school is the Tonic Sol-fa system followed.

Drawing.

Instruction in *Drawing* is given in fourteen schools and with moderate success.

Other extras.

Extra subjects taken up less extensively are:—

Geometry, &c.	Instrumental Music.
Algebra.	Mechanics.
Physical Geography.	Latin.
Domestic Economy.	French.
Sewing Machine, &c.	

The number of pupils annually presented in these branches is steadily decreasing, and the general proficiency is as steadily advancing. Many of the teachers keep the pupils for fully two years in the several stages of the subjects, as prescribed for one year or examination in the school programme.

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Reports on State of Schools.

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Donegal.

Irish.

Accounts.

Free education.

School Banks.

Inspection work.

It is remarkable that instruction in the Irish language is given in none of the schools of this district—not even in those situated in the Irish-speaking localities of the western section.

The school accounts are on the whole honestly and correctly kept. Omissions, especially in the Register, I sometimes find. I have, however, to add with regret that during the past two years I was obliged to report nine cases of serious falsification.

Since the 1st October, 1892, all schools in the district offer a free education to pupils between three and fifteen years of age. Although within certain limits fees may still be claimed for instruction in extra subjects, and in any subject from pupils fifteen years and over, yet, in practice no fees are claimed, so that the schools may be regarded as in all respects "free."

Apropos of the relief of parents from the payment of school-fees the Commissioners have considered it expedient to encourage the establishment of School Banks in which the school pence thus saved may be deposited for the benefit of the children. Such a scheme must commend itself to all having the future welfare of the children at heart. Its aims and scope are now well-known, and I am in a position to state that its advantages are in this district fully recognised and appreciated. Arrangements for carrying it out have not, up to the present, been completed in any of the schools.

As already stated 7,657 pupils made at least 100 attendances during the year ended February, 1894. Of these, about 7,500 were examined for Results. In addition to the visits necessitated in examining these pupils, I was able to make 216 incidental inspections, on seventy-five of which I was obliged to report at length. The total distance travelled in the work of inspection during the same period was 3,683 miles.

In conclusion I desire to express my sense of gratitude towards managers and many earnest teachers for their very willing co-operation in any work or scheme calculated to improve the condition of their several schools.

I am, gentlemen, your obedient servant,

P. M'GLADE, District Inspector.

To the Secretaries,

Office of National Education, Dublin.

Mr. J. P. Dalton, District Inspector.

Belfast.

Period of charge.

Mr J. P. DALTON, M.A., District Inspector.

Belfast, 28th February, 1894.

GENTLEMEN,—I have the honour to submit to you the following report on the District of North Belfast. My connection with it dates from the 1st March, 1892, and therefore extends over a period of two complete years. That interval has witnessed the introduction of important legislative and administrative changes in the department of National education, which are certain to affect profoundly the whole future of the system. With the remote effects of these measures I am not now concerned; but I shall have occasion, as I proceed, to note some of the more manifest results and tendencies which they have

already brought into view within the educational area of which I have cognisance. *Appendix C.*

The number of schools operative in the district in 1893 was 131. When it was placed under my inspection two years since the number was 123. In the meantime seven schools have been transferred to it from District 9A—the district under the charge of the Head Inspector—and two new schools have been opened. During the same period an Infants' school, having been amalgamated with the adjoining senior school, was struck off the Roll. There is thus a net increase of eight schools in the number which the district contained when it was handed over to me by my predecessor. Reports on State of Schools. *Mr. J. P. Dalton, District Inspector.* Belfast. Number of schools.

The last time it became my duty to report in this form to the Commissioners, I had occasion to remark on the total absence of the town element from the district in which I was then engaged. In the present instance that condition of things is precisely reversed. This district contains only 15 rural schools. Of the remaining 116 schools 13 are situated in Lisburn, and 103 in Belfast or its immediate vicinity. In the total for Belfast I include 4 schools located in the village of Legoniel and two in the village of Greencastle. These places are now practically suburbs of Belfast. The circumstances of their population differ in no respect from those of the mill-working quarters of the city, which is yearly advancing on them, and threatens before long to absorb them. Lisburn is also a large manufacturing town, and in its appearance and manner of life might pass for a fragment of Belfast. I shall therefore have little to say of the country. My work lies altogether in town and city. Indeed I do not think that any other district approaches this one in its extreme closeness of texture and in the predominance of the urban ingredient in its composition. As its area is very limited, and is circumscribed by the Great Northern and the Northern Counties lines of railway, the amount of locomotion—performed chiefly by train and tram—is trifling and inexpensive. Character of district.

The schools here exhibit a great variety of pattern. The better to give an idea of the chief purposes which they are intended to fulfil, and to avoid the confusion of a cross-division, I shall use two schemes of arrangement, and group them thus:— Classes of schools.

Classification of 116 urban schools according to—

Official designation.		Special character of attendance.	
Ordinary Schools, . . .	109	Infant Schools, ...	20
Convent Schools, ...	6	Half-time Schools, . . .	33
Poor Law Union Schools, . .	1	Schools of the usual class, .	63

The Infant schools are all suitably organized, and with very few exceptions in a state of thorough efficiency. The more important of them are conducted by large staffs of female teachers; and in some cases the principals possess a rare aptitude for the training of young children. At the annual examinations a programme of exercises in action songs and musical drill is regularly performed, and the pupils as a rule acquit themselves creditably. I require, in addition, a gallery lesson on one or two simple objects, or on some familiar natural history prints. The manner in which the teachers and pupils undergo their test is seldom an entire failure, but neither is it often an unqualified success. I need Infant schools.

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Infant departments.

not delay to illustrate the defects which are generally observed. They belong to a class, and their presence is seen in every portion of school-work where an extra supply of intelligence is called for, and where its place is usurped by mechanical routine.

Upwards of 20 of the Ordinary and Convent schools have Infant departments, with separate staffs and teaching arrangements; and in all these the courses of instruction and occupation are exactly similar to those of the Infant schools. The Kindergarten system of training has not, as yet, been popularised in the district. It is successfully taught in five of the Convent schools, and during the past year it has been introduced in two of the Ordinary schools of the city. The chief hindrances to its adoption, as generally stated, are two:—the preliminary cost of the requisites and materials, and the difficulty of the qualifying examination for certificates. Knowing that there is nothing in either of these supposed obstacles which should frighten an enterprising teacher, I have encouraged the more promising teachers of the Infants' schools to acquaint themselves with the system and enter for certificates. At the last examination three candidates succeeded in qualifying, and I expect that other teachers will follow their example, and present themselves in increasing numbers year by year.

Half-time pupils.

The half-time schools are attended wholly or in part by children who work in mills, and who are obliged by the provisions of the Factory Act to attend school until they have reached their fourteenth year, or until, having reached their thirteenth year, they pass in the Fourth Class. When either of these alternatives takes place they are relieved from the necessity of attending school, and are free to spend their whole time at work, or as it is expressed, "go on full time." As this enables them to double their little wages the prescribed certificates of proficiency are much coveted. The attendance of such pupils in the schools of this district is, in all cases, regulated on the alternate-day plan. The pupils are formed into two fairly equal divisions. On any given day one of these attends school while the other works in the mill; and on the succeeding day they change places. About 10 of the half-time schools are attended exclusively or mainly by these pupils. In 23 others they form an admixture of the attendance in varying proportions.

Half-time schools.

A brief acquaintance with this description of schools suffices to make it clear that half-time pupils can be properly instructed only when kept by themselves. They cannot be mixed with ordinary pupils without injury to the interests of the whole school, and of both sections of it. When the school is composed of half-timers, the lessons which one division of a class receives to-day will serve for the other division to-morrow; all can be led forward together in an even line, and none be left behind. When the school has a mixed attendance of half-time and of ordinary pupils, every class will require two sets of lessons. But the time spent by the teacher at one lesson is time withdrawn from the other; and as the time at his disposal is limited, the allowance of one or other of the drafts must be seriously curtailed. The attempt to maintain simultaneously two lines of movement produces straggling and disorder; and the half-timers who are the more dependent on constant guidance are generally allowed to drop out of sight. At the examination of such schools the half-time contingents make but a poor display. They do not coalesce well with the main body of the school. In fact they appear rather to be tacked on as a clumsy appendage than to be incor-

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porated in its system. Their inability to conform to their surroundings is constantly arresting the course of the work and throwing the organization out of gear. It is not surprising that, under the circumstances, their answering spoils the appearance of many an examination sheet.

Isolation of factory pupils necessary.

On the other hand where half-time pupils are isolated and placed under kindly and attentive teachers, they make as good progress in learning and conduct as any other scholars. Among the very best schools of this district I would include five or six that are attended principally by mill-working children. At both my examinations of one of these schools, I was able to report on the discipline and efficiency in as high terms of commendation as perhaps it has ever been in my power to employ. I transcribe an extract from one of my minutes of observations. "I may say" of the pupils—"that their refinement of manner, their enthusiasm towards their studies, and the intelligence and exactness of their knowledge are rarely to be met with even in schools most favourably circumstanced as regards the class of children who compose their attendance." On the same occasion I had to pass some remarks of quite a different character on the order and tone of the adjoining male department.

Requirements of factory children

It would be unjust to describe these children as "bad material"—a phrase with which Inspectors are painfully familiar. Of course they require more than ordinary care to correct the ill-formed habits which they will necessarily have acquired. But with sympathetic handling they are thoroughly amenable to discipline, and the extreme regularity of their attendance is a great help to their advancement. They are marched from the mill to the school at an early hour of the morning, and as their attendance at school is a condition of their employment, it is seldom that one will be absent. By a recent amendment of the law, the age at which children are allowed to go to work in factories has been raised to eleven years. Every prohibition of this kind which diminishes the supply of child labour and gives fuller scope to the physical and mental growth of the children of the working classes should be gladly welcomed.

Ordinary schools—type of.

The infant and half-time schools make up a considerable portion of the whole district; but the substantial part of the educational work is done by the remaining seventy-eight schools. Excluding the fifteen country schools, most of these have large attendances and large staffs, and furnish good specimens of the form of development which National schools assume under favourable circumstances. A district so large and so variously constituted as this is may be expected to present for observation many interesting phenomena; and a scholastic inquirer will find no subject anywhere more instructive than the form of institution which the conditions of the locality have evolved for the purpose of satisfying the demand for elementary instruction. In Belfast a distinct type of school has grown up. Whether this type is theoretically the best it is not for me to pronounce; but my experience enables me to affirm that it is doing well the work for which it is designed. The typical school here has a large mixed attendance of boys and girls, and is conducted by a highly-classed principal, and a staff of assistants varying from three or four to ten or twelve in number. It is rather curious to observe that the vast majority of these assistants are women. Male assistants are not much in requisition, though I have noticed that they are finding their way sparingly into most of the larger schools, chiefly with the view of being utilised in the teaching of extra branches.

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Teachers

The following table shows the whole number of teachers on the staff of the District :—

Class.	Male.	Female.	Total.	
I^1, ...	22	14	36	74
I^2, ...	16	22	38	
II^1, ...	33	68	101	127
II^2, ...	3	23	26	
III^1, ...	27	87	114	177
III^2, ...	16	47	63	
Total, . . .	117	261	378	

I include in this list six lay assistants employed in Convent schools, two of whom rank in II^2 class, and four in III^2 class. The number of female teachers is thus shown to be more than twice the number of male teachers. The 125 principalships are held by seventy-four men and fifty-one women. Rejecting these figures, the number of male and female assistants respectively is 43 and 210; that is to say, the female branch of the staff is about five times as numerous as the male branch. In point of fact, the great bulk of the teaching in the leading schools is done by women. The principal superintends, and, perhaps, takes some part in the teaching of the highest classes. The rest of the pupils are entrusted class by class to a separate teacher, who is always with the pupils, following them from desk to floor, and from floor to gallery, and who seldom fails to turn out the class to respectable advantage at the end of the year.

Degrees of efficiency.

The best test of the merits of the teachers as a body is the state of the proficiency, and I cannot better give an account of it than by setting out some numerical results which I have carefully compiled from the notes and records of my examinations. In estimating the standard of proficiency for each Results report, I invariably calculate the percentage of pass marks assigned in obligatory subjects to all the pupils presented; and to fix the position of the school in the grade of efficiency, I adopt the following scale as a general guide :—

Percentage of passes.	Character of School.
95-100	Excellent.
85-95	Good.
80-85	Very fair.
75-80	Fair.
65-75	Middling.
Under 65	Bad.

These limits are too low for infant schools and too high for rural schools in which agriculture is an obligatory subject. In dealing with these classes of schools certain alterations of standard, which I need not stop to indicate, have to be made, and in the case of ordinary schools I

give due regard before forming my judgment to other essential considerations, such as the character of the attendance and classification, the nature and amount of the prevailing defects, and the extent and quality of the school work as a whole. During the past year I have examined 130 schools, and in accordance with the principles just explained, I have thus adjudged their efficiency: excellent, 25 ; good, 59 ; very fair, 31 ; fair, 8 ; middling, 4 ; bad, 3.

General state of schools.

Most of the schools of the district; therefore, take rank as good or very fair. A graphical representation of the final results would show a wide belt of efficiency extending a long way across the field or figure, with a considerable margin of excellence on the one side, and the merest fringe of inefficiency or low efficiency on the other. Indeed I might more properly say that inefficiency does not exist in the District. An occasional school, no doubt, may be discovered at or under the low-water mark ; but it will generally be found that some exceptional causes of depression have been at work, and that with their disappearance a restoration to a more solid and secure position will be effected. So far as I am aware no school of the district belongs to that hopelessly bad species in which a general register of failure is reproduced in the marking paper with monotonous uniformity year after year.

Proficiency of classes.

As I have already stated, 131 schools were in operation at the end of the year 1893. One of these, however, had only been a few months in connection with the Board. In the 130 schools on which I reported personally during the year just ended, I examined altogether over 15,000 pupils. I give here their numbers in the several classes, with the result of their answering in the three essential subjects of the programme, viz. : reading, writing, and arithmetic.

Class.	Number Examined.	Number Passed.	Percentage.
Infs.,	4,258	4,051	95·1
I,	2,289	1,993	87·6
II,	2,237	2,034	90·9
III,	2,147	1,871	87·1
IV,	1,724	1,502	87·1
V[1],	1,136	957	84·2
V[2],	664	587	88·4
VI,	631	548	86·8
Total,	15,086	13,543	89·1

The final product of the foregoing calculations brings out the fact that nearly 90 per cent. of the pupils examined qualified for promotion. Most of the scholars therefore pass without loss of time from class to class, until they finish their course, and as there is no occasion, as a rule, to keep back any considerable number of them, the evil of injudicious promotions does not often call for my intervention. My attention is, however, often attracted by the rapidity with which children of tender age are advanced to the higher classes. The school life of a child here ends about the fourteenth year. At that age boys and girls go out into the world—the poorer grade to earn their bread in mills and factories, and the next better class to be articled to trades

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Proficiency in class subjects.

and business. The temptation to a teacher to push them through as many classes as possible before their departure, so as to earn the maximum of results fees, is obvious.

Before I leave this part of the subject I may usefully quote some further statistics which I have drawn up in short compass, and which will give, more readily and exactly than any verbal description, a view of the general proficiency of the district, looked at in a broader aspect than that already surveyed.

Subject.	Number of pupils Examined.	Number passed.	Percentage of passes.
Reading, ...	15,083	14,509	96·1
Writing, ...	10,811	10,676	98·7
Arithmetic, . . .	10,809	9,754	90·2
Spelling, ...	10,810	9,396	86·9
Grammar, . . .	6,277	4,556	72·5
Geography, . . .	6,275	4,949	78·8
Needlework, . . .	4,134	3,926	94·9
Total for all subjects, .	64,199	57,766	89·9

A comparison of this summary with the general abstract of answering for the whole of Ireland inserted in any of the recent reports of the Commissioners, would show a tolerable degree of parallelism throughout the lists of subjects, except in arithmetic. This district enjoys a general superiority of three or four per cent., but in arithmetic its advantage is twice as much, and in reading, writing, and needlework it is rather less than in the other subjects. These facts will be worth remembering in connection with the more particular references to the class subjects which I propose presently to make. I may mention too that the percentages of passes in the district for 1891—which was the year immediately before my time—stand thus in the three principal subjects:—Reading, 97·7; Writing, 99·1; Arithmetic, 89·2. The differences between these and my own percentages are so infinitesimal that the proficiency would seem to have since remained stationary.

Mean standard of efficiency.

While dismissing these tables, let me direct attention to just one other figure which will throw additional light on the main thesis which I have been endeavouring to formulate. The percentage of passes computed for all pupils, and in all obligatory subjects, is 89·9; or, if the mere infants be excluded, 89·6. I may call this, to use a suggestive physical conception, the mean standard of efficiency of the district. It marks in idea the position of the average school; and though such a school has only an abstract existence, it is always well to know where it finds contact with the reality. The significance which I attach to it in the present instance will best appear when I state that for years I have favoured the candidature of teachers for admission to either of the divisions of First Class if their schools maintain a standard of 85 per cent. in the proficiency, and are not impaired by any striking defect. The correspondence between this number and the percentage of pupils who qualify for promotion is also noteworthy.

Estimation of efficiency.

The value of arithmetical interpretation in matters of this kind will, no doubt, be variously appreciated. I, myself, while constantly using

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such help, would be the last to rely on it unquestioningly. An inspector who proceeds leisurely and observantly through his examination cannot fail to have formed, on the completion of his marking paper, as just and mature a judgment on the whole condition of the school as he will need for any practical purpose. Indeed, I am convinced that a careful glance round the school will supply an inspector of experience, even at his first visit, with material for an opinion as to its general worth, which he will not often afterwards have seriously to modify. But opinion is all the more firmly established by being diligently checked and verified; and in whatever department of human inquiry a man may be engaged, he will not sacrifice any of his capacity to observe and generalise by occasionally looking to mathematical aid and example. The trained eye of an engineer will at once take in the relative bearings of the heighths and valleys of a landscape; but if he wants to construct a road, a railway, or a canal, he does not rely solely on his impressions, but supplements them by the accurate use of instruments in the taking of levels.

Modes of examining.

In all tables of proficiency the ultimate unit is, of course, the pass mark. If, therefore, the marks in the different subjects are not properly determined, the tables which are constructed out of them become perfectly misleading and worthless. The constancy with which I am occupied at results duty, the proximity of the schools, and the size of the classes, keep permanently before my mind the necessity of varying, revising, comparing, and perfecting my methods of examination. I do not pretend that my efforts have been very successful, but I have at any rate given the subject a good deal of thought. I have heard much from time to time about the respective merits of oral and written examinations. Each system has its champions, and the case for and against is commonly based on the hypothesis that one is naturally opposed to the other. A moment's reflection should convince any intelligent person that either is only a partial system, and that for a complete system both are necessary complements of each other. There should, in truth, be no opposition, but rather fellowship between them.

Oral and written tests necessary.

A strict definition of education is, I suppose, not attainable, and I shall not attempt to elaborate one; but I may assume at all events that a good general education, from the intellectual standpoint, should equip a man in reasonable measure to apprehend clearly, to think correctly, and to express his thoughts with propriety. But it is only through his faculty of expression that a man can make known his powers of apprehension and reasoning, or, in fact, put himself at all in communication with his fellow men, and expression now-a-days, wherever man is civilised, takes two forms, the oral and the written. How then can the faculty be fully cultivated or tested by a mode of teaching and examining which separates its two component parts, and throws aside one of them as useless or unnecessary?

System adopted.

I act on the principle that the pupils in all the senior classes should be ready for either form of examination, and prepared for both. If I had sufficient time on hands I should like to apply the double test in every school; but as I am mostly pressed for time I have to limit its application to cases of doubt. I have frequently examined large classes orally and in writing, and compared the results. When the questions are properly chosen and graduated the agreement is, as a rule, almost absolute. If, however, the instruction has been one-sided—if exposition, repetition, and blackboard illustration have not been daily employed, or if written exercises, suitably varied in matter and regularly corrected and noted, have not been

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done in abundance—the neglect is liable to reflect itself in a discrepancy between the two columns of marks. The several parts of the programme, it is true, are not equally suited to both kinds of examination, and where expedition is an object advantage must be taken of the special adaptability of each to the class or subject in hand. But I should consider it injurious to sound teaching to give one an assured preference over the other.

Large and small schools.

The examination of a large school is a laborious, and often a tedious business, but it affords an excellent opportunity of bringing out before the teachers the different points of success or failure in their finished work for the year. In this way the examination here can be made more useful as instruments of efficiency than is possible in schools of the ordinary size. The questions of an examiner are more certain to exhaust the programme when he is engaged with a class of fifty pupils than with a class of five; and as every examination partakes more or less of the character of an object lesson for the teachers, the relative amount which they are able to learn in a large school is proportionately great. The circumstances of a large school, too, admit of specialisation in the instruction. There is no more common disappointment in small schools here and elsewhere than that to be found in the answering of Fourth Class pupils in grammar. The loose attempts at syntactical parsing, a part of the subject which is really beyond the class requirements—the unintelligible rhyming off of the same meaningless and inaccurate phrases for every noun and every verb—are features which become but too well known. The grouping of too many classes for tuition is the parent of a numerous progeny of similar defects. So it is again in geography. One not unfrequently finds all the pupils drawn out together on the floor for a lesson in which, while the Third Class is being exercised on the outlines and leading features of the Map of the World, the Sixth Class is supposed to be under drill on the *minutiae* of the geography of the British Colonies. It is told of one of the great men of antiquity that he could do several things well at one and the same time. This, however, is one of the rarest of gifts, and it would be a mistake for ordinary people to try to emulate him.

Agencies of efficiency.

The teacher of a single class has a well-defined piece of work to do, and there is not so much excuse if the execution is at fault. The experience of the examination year by year increases the skill and confidence of the worker; and I am bound to say that never before have I had to do with a body of teachers who defer more promptly to the suggestions of an inspector, or are more becomingly sensitive to his official criticism.

Competition among schools.

In an ordinary district the Inspector's standard of examination is the chief agent of efficiency. In this district other factors, of greater or less potency, happily co-operate. Foremost among these I would place the competition among the schools themselves. A teacher, to keep up the number of his scholars, must teach, at least, as well as his neighbours, and to increase the number he must do something more. A child here has access not to one or two schools, but to scores, or I might say hundreds. The parents are a shrewd, practical people, who work hard themselves, and value education for the start which they believe it will give in the race of life. If the progress of their children is not to their satisfaction, they are the more easily stimulated to withdraw them by the circumstance that within the circuit of a few streets or a few perches they have the choice of perhaps half-a-dozen schools. This tendency is, doubtless, counteracted to some extent by the personal influence of the teacher, and his intimacy with the people of his neigh-

bourhood. The social grade of the pupils, too, who frequent a particular school, may act as an inducement or deterrent. And, indeed I have noticed that not a few of the schools perform in some measure the function of sifters of the population, and trace out in a general way the lines at which the various classes shade into each other. But these lines are being somewhat obliterated within the schools by the partial abolition of school fees. In some 50 or so of the schools of the District an excess rate has been sanctioned, but in a considerable number the regulated amount is merely nominal, and it has been found necessary for their safety to forego the claim altogether. On the whole the principle of competition is widely effective, and if not abused its influence is certain to be salutary. A conclusive proof of its efficacy has just come before me in the withdrawal of grants, on the ground of insufficient attendance, from a long-established boys' school situated in one of the most crowded parts of the city. Not having been fortunate in repeated changes of teacher, it failed in the struggle for existence against better-favoured and more prosperous schools by which it is thickly encircled.

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Nor is it merely outside the schools that this force operates: its action is also visible inside. In a large school there is sure to be a healthy rivalry among the teachers as to which can put forward the best prepared class for examination; and the breakdown of any class fixes on the delinquent more than the ordinary stigma of disgrace.

Competition of teachers.

Another agent of efficiency is found in the steady influx of teachers of certified competency. A city like Belfast furnishes many attractions to an ambitious teacher. Large schools mean large incomes; and a return of the emoluments of the principal teachers of this district would show that many of them reap the highest rewards of their profession. A teacher who has a grown-up family to educate will find, in the Intermediate and University colleges here, opportunities for his purpose which are second to none in the kingdom. The eagerness with which every legislative measure designed for the extension of primary education and the elevation of the teaching body is locally adopted and worked furnishes an additional incentive. The Belfast people have never wavered in their appreciation and support of National Education. They have always paid good school fees, they have cheerfully taxed themselves for the local contribution of Results Fees, from the time when they were first empowered to do so up to the present, and at this moment they have thrown themselves heartily into the work of giving effect to the compulsory clauses of the recent Education Act. It is no wonder, therefore, that a vacant principalship in Belfast or its vicinity will bring in numerous applications from teachers in all parts of the country. I have been consulted in such cases by the managers, and owing to the *embarras de richesses* in the shape of testimonials I have found no slight difficulty in advising the selections.

Supply of teachers.
Gain to city.

The inward migration of teachers is not at all times, perhaps, plainly perceptible, but nevertheless it goes on surely and continuously. The course of the current, while favourable to the city, is necessarily adverse to the surrounding country. Capable men will seldom be content to pursue their calling in a remote district without using some endeavour to find a fuller and more profitable sphere for their labours. My rural schools show symptoms of having suffered in this way, and the condition of most of them is one of rather moderate and uncertain efficiency. The ordinary staff is a principal and a work-mistress, and with one or two exceptions they are doing but elementary work. I have always found a school of this class to be a delicate and not highly

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developed organism, subject to marked variations of standard from year to year, and specially liable to be influenced by epidemics, bad weather, and those periodical interferences which prostrate the chronically weak but do not seriously affect the strong. Epidemics are often lurking here and there in the city, but I do not hear much of them in the schools, except when they keep some considerable number of pupils away from examination.

Monitors.

The staff of monitors shows the same inequality between the male and the female sections that I have brought under notice in the case of the teachers. Their number altogether is 210, and this is divided between males and females in almost the exact proportion of one to five. I find that few boys aspire to the position, and such of them as do are not of a promising sort. A smart boy has no difficulty in obtaining employment in the large business establishments of the city, and the immediate remuneration which he can thus command being considerable, it is permitted to outweigh the consideration of better ultimate prospects which the teaching career offers. Of good female candidates, however, there is no lack whatever. Most of these girls are the daughters of respectable and well-to-do parents who, imbued with the spirit of the locality, like to make their children self-supporting, and see advantages in this mode of livelihood which are not possessed by any other. With rare exceptions the female monitors give general satisfaction during their courses of training, acquire studious and dutiful habits, and get successfully classed at the final examinations.

Training.

The large staff of female teachers is principally recruited from these monitors, and after completing their term of service in efficient schools they are admirably fitted for the more exacting office of teachership. I know no better preliminary training-ground for young teachers than a course of monitorship in a large, well-organized and efficiently staffed school. The shortest route to the acquisition of any art lies through the rough path of actual practice in the performance of responsible work under competent supervision, and teaching is no exception to the universal prescription. I do not put faith in stereotyped methods. That method is best which is most intelligently understood and applied, and so long as the principles of orderly arrangement are not violated any rational method may be made effective. Teaching, in the best sense, belongs, I think, in its ultimate analysis more to the domain of the fine arts than to that of the exact sciences, and its essence can never be reduced to a bare system of rules. A man of brains, energy, and devotion to duty may, if he have taste and aptitude for the calling, be set to teach any course or curriculum within his own range of scholarship with full confidence that he will discover methods, perhaps peculiar to himself, to do it quickly and well, even though he may have never seen a model lesson, or read a book on pedagogy. But the expenditure of effort will diminish, and the materials will yield more easily to his manipulation and leverage when he has been accustomed by daily usage to measure his end and his means, and to adapt the one to the other with unerring precision. The teacher who has acquired expertness in so doing possesses a deeper insight into the secrets of his craft than any collection of empirical formulæ can give him.

Training Colleges—advantages of.

The machinery of school-keeping, which the teacher who is in earnest will contrive and adjust for himself, consists in the last resort of skilled *technique*. But the motive power is knowledge; and we have to look mainly to the training colleges for enlarging the supply of this indispensable requisite. I encourage all the younger teachers to go up for systematic courses of training. Nearly two-thirds of the principal

teachers have been trained; but only a small proportion of the assistants have enjoyed this advantage. In Belfast they are undoubtedly much better circumstanced than elsewhere, as they have ample facilities in evening classes and lectures for extensive courses of reading. I feel assured, however, that a period of regular college life and study gives an altogether new quality and stamp to the mind, and lifts the individual to a much higher plane of thought. The man who can see no farther than the boundary of his particular field of work cannot help being narrow in feeling and conduct; and there is no class whom it more concerns to extend their intellectual horizon far beyond that limit than those whose every word and act are daily influencing the youth of the country for good or evil. We want for our service men and women of ability to whom the gates of knowledge have been opened, and who desire to excel in their profession. Is nothing more required? Chaucer wrote of his Clerk of Oxenford:—

> "Sownynge in moral vertu was his speche,
> And gladly wolde he lerne, and gladly teche."

The absence of a good many fashionable and pretentious qualifications may be forgiven in the teacher who possesses, in the manner here depicted, the singleness of purpose to guide, and the simple, joyous enthusiasm to light up the path of his sober and arduous duties.

Proficiency.

After the general view of the proficiency which I have already given, I may be brief in my remarks on the state of the instruction in the several subjects of the programme. It would be easy enough to write detailed memoranda on choice and approved methods of teaching them; or to make out a formidable list of the defects which still recur in the answering with unyielding persistence. But to do this here would serve no useful purpose. Some of these defects are temporary in their character, and they can best be dealt with in other ways. Others would appear to be perennial. Many of the latter class, no doubt, are incidental to the nature of the subject; some are, perhaps, due to special difficulties of graduation and arrangement in the Programme—difficulties which it would be hard to eliminate from any programme; and a residuum is, I am inclined to think, of local genesis.

Reading.

In reading, I have to report good general success in satisfying the test of correctness; but reading which exhibits finish in the style or manner is, perhaps, as rare here as elsewhere. The progress in reading in the district suffers considerably from the endeavour to crush too many extra and optional branches into the short span of the ordinary school hours. Whenever the reading falls perceptibly below a satisfactory standard, I find that it has been receiving but one lesson daily. Explanation is not wholly neglected, but in examining on subject matter one does not often come upon a keenly intelligent class.

Writing.

I find the writing here on the whole to be of an average and intermediate description. Very little of it could be condemned as bad, but neither does a great deal of it merit to be called good, and in this particular the district would not compare favourably with one in which writing is made a speciality. In reading and writing the Belfast teachers hardly direct their aims to sufficiently high ideals, and seem to look too exclusively to passes. These they have hitherto been pretty successful in securing, and it would perhaps require undue rigour in the examination to withhold marks to any considerable degree.

Arithmetic.

The strong subject here is Arithmetic, and in the proficiency attained in it the district takes a good lead. It is not at all unusual to find whole classes of fifty pupils or upwards passing well in this branch and not producing a single failure. In the junior classes, however, I

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observed at first that counting was of more than common frequency, though it did not generally take the form of counting on fingers or resort to other external aids. Finding much hesitation and inexactness in the knowledge of tables, it was often a puzzle to me to know how the younger children worked out their sums. I discovered that they were habituated to perform the simpler calculations by counting in their minds unit by unit; and the teachers seemed to think that this method was attended by greater certainty. In fact the local appellation for elementary arithmetical processes is *counting*. At my instance, however, they are abandoning the practice and teaching arithmetic *ab initio* through the tables.

Spelling.

Satisfactory attention is paid to spelling, and the answering in the subject presents no marked shortcomings. I encourage the use of paper in Third Class, and of slates even in the First and Second Classes. In this way the work of the particular class is more surely done, and the preparatory training facilitates the passage of the pupils into the next higher class.

Grammar and Geography.

Grammar and Geography are, generally speaking, fairly well taught, and the attainments in them are in advance of the common level. The adequate supply of maps and appliances in all the schools promotes advantageously the teaching of geography. The Class Programmes are strictly adhered to, and I rarely find a misapprehension or over-looking of their requirements. Sometimes, indeed, I observe evidence of a mistake I had not seen before,—the excessive concentration of the teaching on the special programme. Quite recently I examined a large Fourth Class in grammar and found that, while the pupils were thoroughly prepared in the accidence and etymology of the parts of speech, the ability to identify the parts of speech themselves had been too much allowed to slip from them. This was of course a fault, but it was a fault in the right direction, and one that admitted of being easily rectified.

Agriculture

Agriculture is not extensively taught in the district. I examined on the subject in only sixteen schools during the past year. The number of pupils presented was 273, and the number passed 130. In but two of the schools—one a rural school, and the other a mill school—did I find the pupils in possession of any useful grasp of the subject. It was adopted as an optional subject in three urban schools, and from what I saw of the consequences I should not be in favour of its extension. Much of its matter and phraseology is necessarily unintelligible to city children; and though perhaps no more profitable substitute could be found from the point of view of Results Fees, many subjects more useful to the pupils are available.

Needlework.

The remarks which I have made in regard to reading and writing apply with nearly equal justice to needlework. It is not, in any case, altogether inferior, but in all except a few schools it would bear material improvement. The Alternative Industrial Course has, I am sorry to see, practically disappeared from the district, most of the managers having applied for and obtained the necessary exemption. During the past year I have found the course surviving in only three of the schools, and have examined upon it in all not fully twenty pupils. The use of the needle and its associated industries can hardly be expected to thrive in Belfast. The mode of life in a large manufacturing city does not lend itself to the cultivation of industrial habits in the home. In the lower strata of society, the female members flock at an early age to the mills and factories; and in the better class—that of the artizans and small shopkeepers—the girls seek employment in offices and warehouses. The long hours of labour leave but little time even for recreation;

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the shop with its cheap stock of ready made articles of clothing is near at hand; and the tradition of useful family occupation indoors is soon lost. I am not to be understood as making an apology for this state of things. I am only describing facts as they have come under my observation; and I recognise that there is much in what I have seen which calls for regret and amendment.

The number of extra and optional branches taught in the district with the general results of the teaching, will appear from the following summary made out from the records of answering at the examinations during the year just ended.

Extra and optional branches.

Subject.	Number of Schools in which taught.	Number of pupils Examined.	Number passed.
Book-keeping,	32	898	626
Vocal Music,	77	6,167	5,232
Drawing,	68	4,757	4,150
Algebra,	37	631	455
Geometry,	16	135	87
Physical Geography,	4	59	43
Sewing machine and Dress-making,	4	34	31
Hygiene,	1	24	20
Kindergarten,	5	383	383
Instrumental Music,	2	13	13
French,	2	22	17
Latin,	1	3	2
Shorthand,	1	10	7

Vocal music.

In the case of vocal music, the system of Staff Notation was presented in fifty-six schools, and the Tonic Sol-fa system in twenty-one schools. The latter system appears to be gaining ground on the former.

Drawing.

I have found the drawing much improved in the course of the past year by the introduction of a radical change in the method of teaching. Previously it was taught altogether from copy books. It is now taught throughout the district by means of enlarged figures suspended in front of the class. The evil practices of ruling, measuring, and tracing, to which pupils so quickly resort, have by this simple reform been almost banished.

Growth of district.

The foregoing summary shows that the extra and optional branches of the district constitute by themselves quite a mass of examination duty. As a matter of fact this is no longer one district, but two, in the dimensions of its total volume of work. The following figures will elucidate this point:—

—	Number on Rolls for Results Periods ending 31. 1. 93.	Number qualified for Examination.
M.	11,875	8,147
F.	11,871	7,742
Total,	23,746	15,889

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In two years the number of teacher has increased by 60 ; the average attendance—which last year reached 15,141·3—has increased by about 2,400 ; and the increment in the number for examination mounts up still higher. The monitors alone have not increased in number. Nor is it to be assumed that the senior classes are conveniently light. The per centage of pupils in average attendance in fourth, fifth, and sixth classes is less than thirty for all Irish schools. Last year I examined in the same classes 27·5 per cent. of the sum total of pupils, a comparatively large number, considering the age at which children here leave school.

School Attendance Committees have been constituted in Belfast and Lisburn and have energetically taken up their beneficent work. The probable effect of this novel experiment we cannot yet gauge ; but if the Compulsory Clauses of the Education Act are even partially effective—and from what I have seen of the interior of the schools during the past month I expect they will be much more—there should be not less than 18,000 pupils in average attendance in this district before another year runs out. The relief from school fees has from the first been telling in the same direction. But, even without these artificial aids at all, the rapid growth of the city is adding enormously to the school-going population. The unremitting care of the Head Inspector in providing assistance, and the regular cooperation throughout the year of the excellent senior Assistant of the Circuit, Mr. Clements, have enabled me hitherto to keep pace with the increase of work. But it would be affectation for me to deny, even though I were much better equipped in resource and endurance than I can claim to be, that my powers are becoming fairly overtaxed.

School-houses.

With the changing situation in respect of school attendance, many problems are coming up for consideration and are, I understand, eliciting an amount of discussion which is unprecedented even in an advanced community like this. One of the first matters which is likely to engage active attention is the construction and improvement of school-houses. There is plenty of spare accommodation in the district yet, but in about twenty-five of the schools the regulation allowance of space is no longer available. I do not apprehend, however, that when the real need arises the Managers will be found behindhand. They have always done their part in the provision and maintenance of school buildings. Until I came to this district I had an idea that a non-vested house was synonymous with an indifferent building ; but a short experience here dissipated that notion. There are very few vested houses in Belfast, and those of them we possess are good specimens of their kind ; but they are thrown into the shade by the superior architecture and fittings of the more modern non-vested schools. Vested schools are not popular, inasmuch as the rooms are constantly appropriated out of school-hours for social gatherings and other reunions ; and to furnish and ornament them for the twofold purpose of school and hall no reasonable expense is spared. All the schools have suitable privies and many of them are even supplied with house closets ; and as their cleanliness is closely watched by officers of the local authority charged with the administration of the Public Health Act no grave offences against sanitation or decency can occur.

Defects

Having striven to do adequate justice to the state of the houses and premises, I am the more free, I hope, to record my opinion that at least half a dozen of them are so inferior in structure or situation, that they hardly ever deserved, in a city like this, to be taken into official connection ; and I could speak more approvingly of them all round, were

it not that there are two serious drawbacks which oblige me to qualify my terms of praise. These are the fewness of class-rooms within the schools and of playgrounds without. The necessity of both in city schools would supply matter for long paragraphs under many heads, but chiefly under those of health and discipline. In the very best schools the organisation and order suffer, and the labour of teaching is vastly increased by the want of class-rooms. About seventy of the schools altogether have open spaces, other than mere house yards attached; but though some of these are of ample extent, not many of them are laid out with the most meagre requisites of playgrounds. It is an arbitrary and a dangerous restriction of the function of education to exclude from it the care of any part of the child's development; and it is to be hoped that the body no less than the mind will soon be recognised as being rightfully embraced within its scope. The local authorities are, I believe, bestirring themselves here with a view to obtaining parliamentary powers for enlarging school sites and providing recreation grounds. Not much, I fear, can be done in this respect for the existing schools, as the ground has everywhere been built upon, and houses of all kinds constitute a valuable property. But steps could be taken to safeguard for the future the important interests at stake.

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Class-rooms.
Play-grounds.

In addition to the consideration of health, the attaching of recreation spaces would have another beneficial effect. It would put an end to the custom, which has become too common, of allowing the pupils home for an interval in the middle of the day. As a portion of the afternoon is certain to be wasted in the effort to collect them all back again, the lessons are necessarily retarded and discipline is relaxed. This is the source, too, of most of the negligence which has come under my notice in the keeping of the school accounts, many of the teachers being more remiss and dilatory about the use of the leave of Absence Book than I should have expected. In other respects I have had but little occasion to challenge the accuracy of the records of attendance. If the pupils cannot be got to remain in continuous attendance in the school or premises to the close of secular instruction, as would seem to be enjoined by Rule 74, a system which divides the school-day into two parts, such as is in vogue in England, would perhaps meet the special circumstances better than that in use.

Broken attendances
Accounts.

There are, indeed, many points of resemblance between Belfast and a North of England city; but, in its attitude towards one of the latest and happiest innovations in our school system, I fear there is not much promise of the likeness being maintained. I refer to the School Savings Banks, which have been widely adopted in England, but which, by the evidence before me at present, do not appear destined to flourish here. In only a few cases have the amounts paid in come to anything respectable, and the teachers who made the most earnest efforts to work up the matter have not been encouraged by the results. This would be more regrettable were it not that there are ample grounds of assurance on every side that young and old in this locality are fully alive to the advantages of thrift. I have been told in some of the schools that many of the pupils have their own Savings Bank books, and keep their own personal accounts in the Post Office.

School Savings Banks.

The Managers, so far as I can find, have not interested themselves in promoting this idea. In the general duties of their office, however, they are most active and vigilant. They are pleased to see the schools regularly inspected and thoroughly examined; and I find no hesitation

Managers.

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on their part to support my efforts to advance the education of the district. The teachers, too, have learned from years of experience under my highly capable predecessors to keep everything in order, and fulfil without a murmur their many obligations. Under these circumstances my time here, though unequal to the ever-growing demands of the work, has passed very agreeably. Many of the Managers are clergymen of the different religious denominations. A good number are managers of factories or gentlemen of public standing, who are ready at all times to show their practical interest in education.

Conclusion.

With this peculiarity of our local system, I close this report. Other phases of the subject, inviting comment of different kinds, offer themselves for review. But I have already exceeded my limits; and I postpone such as have not been touched upon to another occasion.

I am, gentlemen,

Your obedient servant,

J. P. DALTON.

The Secretaries,
N. Education Office,
Marlboro'-street, Dublin.

Mr. A. J. M'Elwaine, District Inspector.

Carrick-fergus.

Mr. A. J. M'ELWAINE, M.A., District Inspector.

Carrickfergus, 24th February, 1894.

GENTLEMEN,—I have the honour to submit for the information of the Commissioners the following general report on the Carrickfergus district of which I have had charge since 1st March, 1892.

Since the last general report on this district was furnished by Mr. Brown in March, 1891, for 1890, two new schools, Whitewell and Magheramorne, have been opened.

Excellent schoolhouses, admirably equipped in every way, have been erected in Whitehouse by the Rev. Robert Barron, replacing Whitehouse No. 1 and Whitehouse Infant N.SS., which were held in unsuitable premises. In Larne, new schoolhouses are in course of erection to replace Larne and Inver N.S. The schoolhouse to be superseded is a bad one, but the new school premises give promise of being second to none in the province when completed. Applications have been made for grants in aid to build three new schoolhouses replacing three of the worst in the district, and it is probable that in one or two years, there will not be more than two or three bad schoolhouses left in the district.

The total number of schools in the district is—

Ordinary Schools,	151
Evening Schools,	2
P. L. U. Schools (each with 2 Depts.,)	2
	155

The total number of teachers employed in the district is 203, being 9 more than in 1890. There are 15 workmistresses employed; in 1890, there were 14.

The classification is slightly higher than in 1890, as shown by the following table:— *Appendix C.*

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1890,	II.	I.	II.	III.
Males,	6	17	46	40
Females,	1	11	40	33
		35	86	73
1893.				
Males,	10	15	50	36
Females,	2	13	48	29
		40	98	65

The percentage of teachers in the lowest class has fallen since 1890 from 38 to 32 per cent of the whole number.

In 1893, nine teachers (two male and seven female) left permanently the service of the Commissioners. Of the female teachers four left through marriage, two died, and one was forced to resign through hopeless illness. Of the two male teachers one died, and the other emigrated. Fourteen teachers (seven male and seven female) entered the service of the Commissioners in the same year on first appointment.

Speaking generally, the conditions affecting school-life are healthful and comfortable. Except in a few cases the space accommodation is sufficient, the warmth and ventilation of the schoolrooms are satisfactory, and there is nothing calling for notice as to defective sanitary arrangements. During the past year or two considerable improvements have been effected in at least five schools, three of which were enlarged, because too small for the attendance.

I know of only one school in the district in which the Savings Bank system has been introduced. There is less need of this system in this district than in most others, as the population, which is largely rural, is, as a rule, frugal and saving. Many persons have account books from the nearest Post Office Savings Bank, and are not disposed to give money to their children to put in the School Savings Banks. It is doubtful whether the teachers are as a body disposed to incur the trouble required to carry out the scheme. It is to be hoped that the system will be adopted in many schools, as it would help to foster habits of thrift and economy.

Abolition of School Fees.

In the great majority of the schools of the district there is no school Excess Fee, and of the schools in which a fee may be charged, almost all have been made free, so that education is within a measurable distance of being free. The effect of this practical abolition of school fees is found rather in increased regularity of attendance than in a marked increase in the number of pupils on the rolls.

Regularity of attendance.

The regularity of attendance in this district is much greater than in the districts of which I previously had charge. In Connaught the average attendance for the year was usually about fifty per cent. of the number on rolls, while here it is about seventy per cent. The morning attendance is as a rule satisfactory. There are very few schools at which the pupils attend late, and it is by no means unusual to find a large attendance at or shortly after half-past nine, although school work according to the time table does not begin till 10 o'clock.

There are too many teachers who do not sufficiently appreciate the importance of good order and discipline. Their pupils are not trained to habits of attention and prompt obedience. They do not give any assistance to the teacher in such ways as distributing or collecting slates, &c.,

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Compulsory attendance.

the teacher doing everything himself. The class changes are not made punctually and in an orderly manner, and a large proportion of the school is usually idle. Sometimes the noise is so great that a good deal of the teaching given is wasted. The most frequent cause of this excessive noise is idleness. When such defects as those above described are found in a teacher of experience, it seems hopeless to look for much improvement. Monitors trained under such teachers too frequently continue their faults.

The Irish Education Act, 1892, applies to three towns in this district—Carrickfergus, Larne, and Antrim. It is creditable to these towns that there are few children between the ages of six and fourteen who are not attending some school.

In the town of Carrickfergus, a census of the children coming within the limits of the Act, taken by the School Attendance Officer, discloses the fact that their number is 740, and that of these not more than twenty are not attending some school. Of these twenty, probably some are prevented from attending by illness or other justifiable cause. The application of the Act will therefore in these towns produce a more regular attendance rather than any noticeable addition to the number of pupils on the school rolls.

Regularity of attendance will always be more or less affected by exceptional circumstances, the most usual being epidemics, very inclement weather, and in a rural population farm work in spring or autumn. These causes have all been at work, but not to an abnormal extent, and the attendance has been as regular as could be expected.

Industrial scheme.

The Industrial Scheme for Sixth Class has not been extensively adopted. Where it has, it has been taught with success, failures being rare, and I understand that it has proved satisfactory.

Infants.

The average number of infants in each school is about one-fourth of the total number of pupils. As a rule children are not kept for an undue length of time in infants' class, and in some cases they are promoted to First Class before they are fit for promotion. There is no part of the Commissioners' Regulations so much misunderstood by teachers as those bearing on the presentation of pupils for examination in infants' class.

Kindergarten.

There are four Infant schools in the district, but in none has Kindergarten been adopted. This is to be regretted, as the great drawback to the teaching of infants in our schools is the want of variety of employment.

Reading.

Reading is in general mechanical, monotonous, and without expression. There are not many failures in this subject, but it is exceptional to meet with schools where the pupils read with ease, good taste, and expression. Two reasons may be assigned for this great defect. Special attention is required to produce superior reading, and with so many subjects in the curriculum, and no pecuniary advantage to be gained, teachers have not sufficient inducement to devote much time to this subject. Another reason is that for a person to read in a natural tone and with correct emphasis and expression, he must clearly understand what he is reading.

Explanation.

Too little attention is given to explanation of words and phrases in the reading books.

The poems prepared for repetition on examination day are in general recited with fair verbal accuracy, but it is exceptional to hear a poem recited as if understood and enjoyed.

Writing.

The number of schools in which *Penmanship* is badly taught is small.

In some schools it reaches a high standard, but the average standard may be described as very fair. *Appendix C.* Reports on State of Schools.

Letter Writing is receiving increased attention, and there is an improvement in the style of the letters written on examination day. The form of the letter is, as a rule, correct, but gross grammatical blunders (generally violations of concord) and errors in spelling are of too frequent occurrence. *Mr. A. J. M'Elwaine, District Inspector.* Carrick fergus.

Arithmetic is taught with very fair success, but taught too frequently by rules, and too little by appealing to the reasoning faculty of the pupils. The usefulness of the black-board as an educational instrument is not sufficiently valued. When pupils go out into the world, they require to be quick and accurate at the simple and compound rules, and expertness at mental calculations would be of the greatest service. The more advanced rules are scarcely ever required. The first few minutes of the floor lesson should be given to exercises in mental arithmetic. Quickness of work is not cultivated. The time allowed for some of the Arithmetic Cards is excessive. Arithmetic.

Spelling is more satisfactory in the junior than in the senior classes. In the senior, the subject is of more importance. One or two inaccuracies in the spelling of a letter would brand the writer as imperfectly educated and, if he were applying for a situation, for which a person of some education was required, would probably secure his rejection. It takes a large amount of practice and careful attention to have a class able to write from dictation with scarcely a mistake. The fee allowed for this subject is lower than that for any other. If a higher standard were exacted in the senior classes, compensated for by a higher fee, the result would be beneficial to education. Spelling.

The subject taught with least success in this district is, I consider, Grammar. If taught intelligently, it furnishes a useful mental training, but when pupils are taught by cramming or over-loading the memory, it is positively injurious. The subject is an abstruse one, and for young pupils, such as are often found in Third class, very difficult. The time given to it—as a rule, not more than two-half hours each week, is not sufficient for thoroughness, and pupils too frequently guess rather than think. The Grammar taught is all Parsing, which though useful in its own place, is not of primary importance. Grammar.

Analysis is not taught even to the most advanced pupils. If at the Results' Examination pupils of Sixth Class were tested in the application of the Rules of Syntax, as in the correction of faulty sentences, there would not be so many barbarities as one meets with in the compositions.

The proficiency in Geography is in general very fair. The class which shows least progress at the Annual Examination is the Second Stage of Fifth Class, the probable explanation being that it is the third year for pupils of this class to study the Geography of Ireland, and that in consequence there is a feeling, perhaps unconscious, that a sufficient knowledge of Ireland has been already acquired. If the programme of this class is revised, a knowledge of the continents corresponding to the knowledge of Europe required from First Stage of Fifth, might be substituted or added. Home lessons are too frequently relied on for teaching geography and map lessons neglected. The text books do not make the subject so interesting as it might be made. A young man thinking of emigrating to one of the British colonies, to the United States, or indeed to any part of the world, would find little information in the text books to assist him in finding a suitable and promising field Geography

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of labour. If the use of a set of Geographical Readers were allowed, there would be an educational gain. Third Class pupils might be required to understand the more common geographical definitions, such as what an island or a strait is; and some elementary knowledge of mathematical geography, such as the shape of the earth, its annual and diurnal motions, &c., might be required from Fourth and Fifth Classes. If every school had a globe and used it, the pupils would be greatly benefited.

Agriculture

Agriculture is, as a rule, taught with fair success. There is no agricultural farm or school garden in the district, so that the teaching given is purely theoretical. The farming in this part of the country is of a high-class, and the farms are sufficiently large to admit of the introduction of modern improvements, so that there is not the same need for agricultural school farms as there is in those parts of Ireland where the system pursued is more primitive.

Drawing.

Drawing and Vocal Music are extensively taught. The proficiency attained to in drawing is only tolerable except in a few schools in which it is creditable. Probably the pupils are left too much to themselves, as they very frequently do not know how to set about their work, what side to begin at, what points to fix on as the salient points, &c.

In the teaching of *Vocal Music* satisfactory work is being accomplished. The voice and ear of a large number of persons are being trained and the class-singing is sometimes very good. The revised programme conduces to this result, as it is more practical than the old one. Hullah's and the Tonic Sol-fa systems are both taught. The former prevails but the latter is gaining ground. In Island Magee an extern teacher has, within the past year, given instruction in Tonic Sol-fa in five schools and has achieved a gratifying measure of success.

The other extra or optional subjects most frequently taught are Algebra, Geometry and Mensuration, and Book-keeping. It is creditable to the teachers that when pupils are presented for examination in extra or optional subjects with scarcely an exception there is no attempt to secure passes without *bona fide* teaching.

The work of examination could also be considerably lessened if, when a class is large, class examination instead of individual examination were allowed in certain subjects, and the value of the teaching given would be quite as accurately determined.

Half-time pupils.

There is a considerable proportion of half-time pupils attending the schools of this district. These pupils leave school as soon as they can get a certificate that they have passed in Fourth Class in reading, writing, and arithmetic. Their desire is therefore to learn these subjects and spelling, and they have no desire to learn grammar, geography, and agriculture. It would be for their good if these subjects were made optional in the case of half-timers, the decision being left to the manager. The number of attendances required from half-timers—in some schools as low as sixty-six—does not, I think, allow all the compulsory subjects to be effectively taught, and if the school-time were devoted to reading, writing, arithmetic, and spelling (and in the case of girls, needlework) the effect of the teaching would be more lasting. The trifling amount of grammar, geography, and agriculture which a half-timer has learnt when he leaves school soon vanishes. If he cannot write well and read a book or paper with ease and pleasure, and understand it, the probability is that his sinking into the illiterate class is a question of time only.

As the number of schools in the district is so great I am not able to visit so often or spend so much time in each school as I could wish.

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Monitors.

What the schools want is not more examining but more inspecting. As an inspector has not sufficient leisure at a Results' Examination, incidental visits afford him his only opportunity of observing a teacher's method of conducting his school, pointing out defects and making suggestions for their removal. The teachers, as a body, are anxious to fall in with an Inspector's views and to adopt the suggestions for the improvement of methods which he makes.

The total staff of monitors is as follows :—

Year.	Male.	Female.	Total.
5th,	7	8	15
4th,	1	8	9
3rd,	4	9	13
2nd,	8	14	22
1st,	12	15	27
	32	54	86

This Table shows that a good proportion of the monitors appointed do not complete their full period of service, and also that female monitors are largely in excess of male. Though an Inspector may desire to balance the sexes when selecting monitors for appointment, suitable boys cannot always be found as candidates, and in such cases, if suitable girls are candidates their names are sent forward in the list of candidates recommended for appointment. Besides a female monitor may be appointed under a male teacher, but a male monitor cannot be appointed under a female teacher.

Resignations of male monitors are of more frequent occurrence than resignations of female monitors, but I believe that of late years, fewer monitors resign.

The result of the Final Examination is only moderately successful. Of the fourteen fifth year monitors (eight male and six female) examined last year, five failed (four male and one female).

The practical training of monitors is not sufficiently attended to. Some monitors are employed during their entire course in teaching one or two classes, instead of beginning with infants' class and going from class to class, until before the completion of their fifth year, they are allowed to take part in the instruction of the Senior Classes. The preparation of notes of lessons is much neglected.

Monitors who complete successfully their course have a better chance of finding employment as teachers than formerly, but some of the monitors who obtained classification in 1892 and 1893 are still unemployed.

Training.

Of the 203 teachers employed in the district, 125 (or 61 per cent.) have been trained in one or other of the Training Colleges, and two are at present undergoing a course of training.

Teachers' residences.

In 1890, there were seven teachers' residences built under the Teachers' Residence Act. Now there are eleven, and another is in course of erection. There are thirteen teachers who have free residences not built under the Act.

Accounts.

The accounts have in general been honestly and correctly kept. I regret however to say that in three or four cases I found the accounts

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Carrick-fergus.

falsified, and in two schools on exceptionally inclement days, the rolls were not marked between one and two o'clock. The style in which the accounts were kept was in many schools defective, but there is a marked improvement in this respect. It would prevent trouble and confusion if the Commissioners were to issue leave of absence books properly ruled and bound.

Education is progressing favourably in the district. In many schools a gratifying improvement in the proficiency is to be observed.

I cannot speak too highly of the teachers of the district. They are a most respectable body, deservedly esteemed in their several localities, and worthily maintaining the dignity of their profession.

In conclusion I have to express my indebtedness to the managers of the district for their unvarying courtesy and willingness to carry out the recommendations which it may have been my duty to make, or at any rate to give them a most favourable consideration.

I am, gentlemen, your obedient servant,

A. J. M'ELWAINE,
District Inspector.

The Secretaries,
Education Office.

Mr. P. FITZPATRICK, District Inspector.

Mr. P. Fitzpatrick, District Inspector.
Armagh.

Armagh, February, 1894.

GENTLEMEN,—I beg to submit for your consideration the following report on the condition of the schools in this district.

Since I received charge, a little more than two years ago, no change has been made in the area under my inspection beyond the transfer of one school to Dungannon district, and one from Dungannon to this. The number of schools has increased by three. Two of these—Richhill (2) and Ballyargan—have only recently been taken into connection with the Board, and one, Grange, which had been on the suspended list, has been re-opened. Two are Convent schools, and one a Poor Law Union school. One is recognized as an Agricultural school and has been favourably reported on by the Agricultural Superintendent; another has a school-garden attached. There are also three Evening schools in operation; two others were opened but failed to maintain the necessary average attendance.

School-houses.

The schoolhouses are, in general, substantial structures and fairly adapted to the purpose for which they were intended. Boarded floors are found in all except three; and with two exceptions all are well lighted, heated, and ventilated. One new school has been erected to replace an old uncomfortable building, and grants have been applied for in three other cases. When these proposed changes have been carried out there will remain only two unsuitable schoolhouses in the district. Structural improvements have been made in eight cases, so that Managers show a satisfactory sense of the responsibilities attaching to their position. A few schools, owing to their situation, suffer from dampness, but I have not observed any serious injury arising from this cause.

With reference to the internal arrangements and fittings a fairly satisfactory condition of things exists. New desks have been recently provided in three cases. Only in about ten schools, I believe, are really

bad rickety desks to be found. In these cases writing is attended with serious difficulty: the pupils' exercise books are dirty, and the slovenly habit here generated makes itself manifest in other directions.

Maps are generally in good order, and a fair supply is kept, especially those of the World, of Europe, and of Ireland. The more important Tablets are also usually to be found.

As a rule the school-rooms are whitewashed just previous to the annual Results' Examination, and a general cleaning up is made at the same time, but visits at other periods show that sufficient attention is not paid to the cleanliness and neatness either of the children or of the school-rooms. Sometimes both maps and tablets are found hanging awry or at unequal heights on nails driven anywhere into the walls. The Inspector is constantly directing the attention of teachers to this matter as being ultimately of more educative value than they imagine, but frequently the results are not in accordance with his efforts.

Out offices.

In the matter of out-offices the accommodation is, as a rule, satisfactory, and, so far as I can observe at my visits, cleanliness is fairly attended to. In a couple of cases out-offices are wanting on account of the difficulty of obtaining ground on which to build. When it has been necessary to direct the attention of Managers to defects in this matter, they have shown themselves anxious to apply the remedies pointed out.

In view of the needs of the population, the school accommodation of the district is ample. Only in two cases is there anything approaching overcrowding. There are fourteen schools in this town, and two others in the immediate vicinity, receiving assistance from the Board; five in Keady, four in Tandragee, and three in Newtownhamilton. In the country I believe there is no case where children find it necessary to walk as much as two miles to school; indeed the question often suggests itself to the Inspector whether there are not too many schools, whether fewer schools with a larger teaching staff in each would not be of more advantage to the school-going portion of the population. At present a great many schools drag on a struggling existence, the number of children in attendance being barely sufficient to warrant a continuance of aid from the Board, notwithstanding the extremely liberal terms on which that aid is given since the passing of the Education Act of 1892. In eight cases grants have been made to schools in this district in accordance with the provisions of the Act referred to. Such struggling schools cannot command the services of a good teacher, they do not attract children, they gain no hold on their affections, and have little or no power for good in the locality. It is in such schools that complaints of irregular attendance are most frequently heard, and of such schools that reports of inefficiency are most frequently made. Here, too, the effect of an epidemic, or any other exceptional cause affecting the attendance, is most seriously felt. In the most favourable years they are described as having reached a "middling" or "tolerable" standard; when exceptional causes operate they sink to a very low level of usefulness indeed.

Small schools.

Teachers.

There are 170 teachers in the district, of whom 44 are in First, 77 in Second, and 49 in Third Class. As a general rule the schools under charge of First Class teachers are good; more especially is this true of the younger teachers of this class who have been trained in recent years—their ideal is high, they are fond of their work, they attract and make school life pleasant to children, and their success is much greater than that of the average teacher. From them complaints of bad attendance are seldom heard.

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Of the schools under Second Class teachers about one-third may be described as good; the remaining two-thirds vary from middling to indifferent. Only about one-fifth of the schools under Third Class teachers can be considered as satisfactory; in some of them excellent work is done, but the great majority are of very inferior utility. I am glad to say, however, that Managers are quite alive to the necessity of improving the standard of education in the schools by obtaining the services of better teachers. As vacancies occur they apply to the principals of the Training Colleges or advertise for good teachers. This latter method does not always prove effective in keeping out inferior men. By some means they have secured excellent testimonials, and only after they are installed for a time does their real value as teachers become known. However, the influences at work must, in time, effect a great improvement. The improved position of the teachers is daily attracting better men, and the Training Colleges are gradually introducing better methods of teaching. It is no small matter to convince teachers that there is a science of education, and that the results of their work may be largely increased by the application of intelligent methods. It is a very healthy sign of the times that private influence is of no avail with Managers in securing an appointment for a teacher of known incapacity.

Nearly one-half of the teachers in this district have been trained, and many of these discharge their duties in a manner deserving of the highest commendation. It is my earnest desire that all teachers should enjoy an opportunity of spending at least one year in a Training College, as I believe that training will be one of the most potent means of permanently raising the status of the schools of the country.

I regret to say that, although I encourage them by all the means in my power to improve their classification, and, in consequence, their position, I do not find the teachers anxious to present themselves at the July Examinations in order to gain promotion and thus secure the very considerable benefits conferred by recent legislation. Yet the number seeking promotion is on the increase. In July, 1892, only five teachers were promoted to First or Second class, last year ten were so promoted, this year 18 candidates have notified to me their intention of presenting themselves at the forthcoming July Examinations. Of course some teachers are debarred by age from the study necessary for the examinations for promotion, but in many cases there exists an insensibility to the need for progress, and in these cases the apathy and stagnation of the powers of the teacher are only too faithfully reflected in the condition of the school.

Children.

The children who attend the schools of this district belong mainly to the small-farming class. There are comparatively few large farms in the county, small farms of ten to forty acres being the rule. In the northern and central portions of the county the soil is very rich and most of it is under cultivation. Large gardens and orchards are attached to many of the homesteads. In the southern part of the county the orchards disappear, but the principle of extensive sub-division of land still prevails. Throughout the whole county the farm-houses are very neat and give evidence of considerable comfort. Very rarely do we meet with the wretched hovels and other signs of extreme poverty so frequently to be observed in other parts of Ireland.

Attendance.

As regards fluctuation of attendance at school, poverty, therefore, may be set aside as having no appreciable influence. The actual causes then are:—spring and harvest work, severe weather, and epidemics. Last,

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but not least I am persuaded we may reckon the want of attractive influence of the schools themselves. With reference to the busy seasons in spring and autumn, something might be done to minimise their effect on the schools by giving vacation at these periods, and shortening in a corresponding degree the other vacations of the year. No inconvenience would arise by doing this, and I believe the schools would gain considerably as no teacher works well when he finds his attendance has dwindled down to half or less than half the normal figure, especially as in such cases only one or two pupils in each of the senior classes may be present. If school-houses were comfortable, but above all if school-life were made interesting to children, and it is wonderful in this case what discomfort children will cheerfully put up with, we would hear much less than we do about irregular attendance. There may be cases where parents undervalue the advantages of education, but as a rule they are conscious that there is nothing better within their power to do for their children; they have before them many examples of boys of good education obtaining by its means situations which without it would have been far beyond their reach. I have never yet heard of a parent keeping his children at home in spite of their eager desire to go to school.

Effect of Education Act on attendance.

In both the years 1892 and 1893 epidemics of measles, scarlatina, influenza, and whooping-cough, prevailed to a large extent throughout this district, and rendered necessary the closing for a time of many of the schools. It is, therefore, a difficult matter to gauge with even approximate accuracy the effect on attendance of the great reform of abolition of school fees. The effect in this district appears to be quite inconsiderable, as the number of pupils on rolls, the number in average attendance, and the number present at the Results' Examinations, remain nearly unchanged. There is a slight increase. I did not, however, expect the Act of 1892 would bring about any considerable change here, as from various causes—notably the great number of schools, whereby teachers were prevented from rigorously exacting fees lest their pupils might be removed—the payment of school fees pressed very lightly on parents. In many cases no fees at all were paid, and in no case have I ever heard of any hardship caused by such payment. Under these circumstances no remarkable increase in the attendance was to be expected from the entire remission of school fees.

Reading.

I constantly point out to teachers that the pupils should hear good reading, and so have a model for imitation, and, further, that the meaning of the lesson should be explained to them beforehand. Only thus can they be trained to approximate the tone of the voice to that of ordinary conversation, and to so group and emphasise the words as to make the sense clear to a listener. Teachers should be afforded extensive opportunities of improving their reading when in the Training Colleges. Until they become good readers it is vain to expect good reading from the pupils. I sometimes ask children whether they read any books at home, and the answer is nearly always in the negative. Now, when we consider how eagerly children listen to fairy tales or stories of brave deeds, the question suggests itself whether some such books, illustrated if possible, of suitable vocabulary and simple in style, should not be supplied in our schools to be used by the children, either there or at home, as a reward for diligence or for lessons well learnt. If this were done it would, I am sure, go far to create and foster a taste for reading which would be of incalculable advantage to our children. I have been glad to hear from some of the teachers that the changes recently made in the fourth and fifth books have rendered them more interesting, and

Interesting story books.

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Explanation.

that they are on this account more frequently read out of school. I wish every page of our reading books contained something calculated to arouse the interest of the children; reading would then be a source of pleasure.

Connected with reading we find explanation of subject matter of lessons. I regret to say that this very important part of the programme is sadly neglected. Again and again it is pointed out to teachers that it is only by explaining fully the subject matter of the lessons they can arouse in children an interest in what they are reading, and so cause them to *think* about it, that it is only when they understand a lesson that they can read it with intelligence, and that when they have been taught to think they have learned the most important lesson of all, and have acquired a power which will ultimately be of enormous service to them when they come to the study of *Arithmetic*, *Grammar*, and *Agriculture*.

Sometimes I ask pupils of the senior classes to read a passage in silence, and then to give me the substance of it; rarely is this satisfactorily done. Rarely, too, are pupils of the junior classes able to give the meanings of single words.

Inspectors know the ludicrous and absurd answers that are constantly given to questions of this kind, so it is needless to give specimens here.

That this matter is most important in itself, and has important bearings on the success of children, not only in school, but in after life, all thinking persons admit, and to mark its importance I would suggest that in the case of schools where it is found to be neglected, the *fee for reading should be withheld.*

Poetry.

In some schools recitation of poetry receives due attention, and is satisfactory. But in many cases the educational value of this exercise is entirely overlooked. Not always are the best pieces chosen. I point out to teachers that they have here an excellent means of increasing the little stock of words and ideas of the children, of making their pronunciation clear and distinct, and further, of giving them a better idea of the meaning and use of reading, which is to grasp the sense of a passage and to communicate it; hence that care taken with recitation must react favourably on the reading. It is also pointed out that this exercise is well adapted to strengthen the memory, and that if care be taken to select the best pieces familiarity with them must ultimately form and improve the taste. As yet, however, little progress is to be observed.

Writing.

Writing is, in general, tolerably good. The chief faults noticeable are:—Bad manner of holding the pen, the fingers being doubled up, or the pen held so as to write with the side; and bad manner of placing the copy book. Sometimes the desks are too high, or their surface is very uneven owing to the names of bygone generations of pupils being cut on them, sometimes, also, they are ill-fastened or rickety, the slightest movement sets them shaking throughout their whole length, so that the pupils find it impossible to write well. I have heard from teachers that the writing of the children is affected by the kind of pen, and also by the kind of paper used by them. The most potent cause of bad writing is, however, want of supervision on the part of the teacher. The pupils are often not taught to respect the limits imposed by the guiding lines, nor to imitate the head-line. Examination of the written exercises of the year seldom brings to light corrections made by the teacher; hence the same mistakes appear on page after page of the copy books, and there is no sign of progressive improvement when a comparison of the later copies is made with those written at an earlier stage.

I recommend teachers to make the pupils leave one or two lines blank on each page of their copy books, in order that, after revision, these lines may be filled up, the pupil being careful to correct mistakes where they are marked by the teacher. Pupils of Class I. are often supplied only with short pieces of pencil, an inch or so in length, for writing on slates. The habit of holding the pencil thus acquired is perpetuated in Class II. when it is replaced by the pen, hence frequently the writing of Class II. is very unsatisfactory. There is in use in American schools an excellent form of pencil for writing on slates, which might with much advantage be introduced here. The pencil is enclosed in a wooden sheath, exactly like a "lead pencil," so that from the very outset the pupil learns the proper way of handling the implement, and the transition from slate writing to writing on paper is attended with little difficulty.

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I observe that the writing is better in schools where a round upright style is taught than in most others. It is said that this is more natural, easier to learn, and takes less time in writing than the slanting style. Certainly it is more legible and neater in appearance, and I should be glad to know the opinions of Inspectors in other districts on the matter. I usually require that pupils of Class I. be taught to write their names.

I am glad to say that considerable progress is being made in letter writing in consequence of the greater attention this subject is now receiving. The form is generally very well taught, though, even yet, inappropriate and ludicrous endings are not unfrequently met with. *Grammar*, punctuation, and use of capital letters still leave much to be desired. The most serious drawback to this exercise is the poverty of thought which so generally prevails among the children attending the schools. Few of them seem to be possessed of natural aptness for thinking, or for observation, hence subjects suitable for letters are limited in range. I usually ask the pupils to write about some matter of local interest, and to address the letter to any person they please. This method gives some reality to the exercise, and produces the longest letters. I am well satisfied when I find a pupil able to give a tolerably connected account of what is happening in his neighbourhood. Some teachers supply the pupils with note-paper and envelopes, so that the important detail of properly addressing the envelope may not be overlooked.

Letter-writing.

Arithmetic is in general fairly well taught. Teachers and pupils consider this the most important subject, and hence more time is devoted to it than to any other of the school course. But from experience gathered at incidental visits I am convinced that the teaching of Arithmetic may be vastly improved. I have more than once observed that a *new* rule was stated to a class without any attempt at explanation by the teacher, and at once applied to the solution of examples from a card or a text-book. To make matters worse the examples consisted of very large numbers, which only served to confuse the pupils and distract their attention from the principle which was being applied. A principle may be fully explained and illustrated with small numbers as well as large, and small numbers have the advantage that the mechanical operations of multiplying, &c., do not obscure the pupil's view of the rule or principle under discussion or of the final object to be achieved. Hence a new rule should be led up to and arrived at by working very easy examples; only thus is it likely to be grasped and then applied with intelligence by the pupils. In this way they may be taught to rediscover the rules for themselves. At present I seldom find even the senior pupils able to give an intelligent account of the rules they are

Arithmetic.

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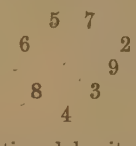
applying in their exercises. Arithmetic is for them a manipulation of numbers according to "rule of thumb," and not a healthy, stimulating exercise of the intelligence.

More often than not when examining First and Second Classes I observe the pupils openly counting on their fingers, or making rows of lines on the slates, or repeating audibly 4 and 1 are 5, 4 and 2 are 6, &c., in the endeavour to find out the sum of 4 and 8. This shows that the addition table has not been properly taught. I sometimes recommend the following method of exercising the pupils in this table. The digits are written in a circle in any order; the teacher takes a rod and points to, suppose, 5, the pupil says "5"; the teacher points to 7, and pupil says "12"; then to 3, and pupil says "15"; and so on. By commencing at different figures all possible combinations may be made. The exercise may be carried on quickly, and as the teacher is rarely called on to speak he is not fatigued by it. A similar idea may be applied for practice in the subtraction table. In Class III. the multiplication table is usually fairly well known, though the pupils are never able to tell me how it is constructed. To lessen the trouble of committing it to memory I found in some schools abroad that this table was set to an air, and the pupils were taught to sing it. I was assured that the gain in time and accuracy was considerable.



I regret to say that mental arithmetic is seldom taught. Many teachers, utterly regardless of the great educational value of this exercise, make the pupils' work from the outset as mechanical as possible—witness the counting on fingers, and rows of lines alluded to above—with the result that even in the highest classes the most extraordinary blunders are made in simple mental calculations. Often have I waited as much as five minutes for a Fifth Class to tell me the price of 16 dozen of eggs at 9*d.* per dozen, and then heard as many different answers as there were individuals in the class. However, I think some improvement is being made in this respect.

Spelling.

In the junior classes the examination in spelling is confined to the lists of words at the head of the lessons and phrase-spelling. The lists of single words are usually very well taught, but this cannot be said of phrase-spelling. Yet this part of the programme leads up naturally to dictation in the higher classes, and on that account alone should receive more attention than is now bestowed on it. In the senior classes the pupils are required to write from dictation a short passage selected from the reading books of their respective classes. As this book is in the hands of the class during the whole of the results year, it might naturally be expected that the pupils would be well acquainted at least with the words that occur in it, and that the per-centage of failures in dictation would be very low. Unfortunately, such is not the case. Phonetic spellings of words are not seldom found in dictation exercises, showing that the pupils have been guided by the sound and not by the sense of the words. The remedies appear to be more careful teaching of phrase-spelling in the lower classes, and wider and more intelligent reading and transcription. Where this latter exercise is carried out, it seldom shows signs of revision.

Grammar.

The worst taught subject of the programme is Grammar. The educational value of this branch of study in making pupils *think* before answering, is frequently overlooked or insufficiently appreciated. Teachers see that, as a matter of fact, Grammar has little or no influence on what their pupils write, and hence come to think it of little value. Hence it is taught in a half-hearted way. Seldom do-

pupils of Class III., where this subject is begun, answer correctly and intelligently on the very small amount of matter required from them. Failures occur frequently in Class IV., because the pupils have been made to attempt too much with the result that they have mastered nothing. Such answers as the following are not uncommon:—"Family, an adverb." "Why?" "Because it ends in ly." "Ass, is plural." "Why?" "Because it ends in s." Frequently nouns are compared or are said to be in "the indicative mood, present tense," and so on. The great source of mistakes in the senior classes is the failure to grasp the meaning of the sentence or to understand its construction. Hence, if a sentence is put in the form of a question, or if its form is changed in any way, the pupils often fail to parse it correctly. Parsing on paper brings to light many curious defects in the teaching of this subject: *e.g.* adjective is written "ajeta," regular verb is written "ragler verb," indicative, "indicata," &c., &c. Sometimes it has happened that a teacher explained to his manager, who had been listening to the parsing, that the pupils "know the subject really well," that "they answered well in it yesterday," and so on; and on more than one occasion it appeared probable that these representations were likely to be successful until the written parsing was produced, when the nature and amount of the instruction given in the subject became only too abundantly and painfully clear.

Mr. P. Fitzpatrick, District Inspector, Armagh.

When properly taught, grammar may be made interesting from the very outset. Of its educational value there is no room for doubt. At every step the pupil is made to think, but no long or fatiguing process of thought is required, and nothing is more stimulating to children than to find that a correct result, easy and quick of attainment, lies within their reach if properly sought for, and then to be rewarded by a word of encouragement from a sympathetic teacher. Every answer should be the result of a thinking process, and if the pupil is carefully trained to go through this simple process the training cannot fail to react favourably on his progress in all other subjects of study. Of its effect on the mind and character I will not stop to speak. No other subject shows so quickly and certainly the condition of a school as this. Teachers should take more pains to lay a good foundation in the subject, in Third Class; when this is done, subsequent progress is comparatively easy and may be made very pleasant. Then the structure of sentences may be gradually explained, also the relations of subject, verb and object, how words become different parts of speech according to their meanings, how an idea may be expressed in different ways, and so on. A thoughttul habit of mind may in this way be formed in pupils, and the difficulties which now so often prove insurmountable may be considerably diminished.

Geography.

I am satisfied that the teaching of Geography is improving. The pupils are not, as was often the case heretofore, confined to the text-book but are regularly taught from the map. Here, too, an Inspector finds curious limitations to the children's knowledge. While they talk glibly of "north," "south," &c., they usually, when asked to show the north of the school-room, point to the ceiling! This failure to connect what is taught in school with facts of every-day life outside is everywhere observable. Pupils are not carefully enough taught to realise the scope and object of maps. They should be shown how a map is constructed and what it represents. Definitions should be so intelligently explained as to convey to the pupil's mind as clear an idea as does any word in common use. When places are pointed out some interesting circumstance might be mentioned by the teacher in

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connection with them. Geographical Readers would afford to a teacher many hints of this kind, and I would wish to see their use more general. I had once the good fortune to witness a lesson in Geography—it was not in an Irish school—which showed me how interesting the subject may be made, and what a minute knowledge of it may be acquired without overtasking the strength of the pupils. The whole lesson was given on the blackboard. The teacher drew with a few bold strokes an outline of North America which was at once recognised by the children, and with one accord they called out its name. A few more rapid strokes were made by the teacher—"Rocky Mountains," cried the children. Similarly the Alleghanies were marked and named, then the rivers with a few towns on each, then the bays, then the lakes, &c. As fast as the teacher could trace the different features the children named them, very seldom making a mistake calling for correction. The second part of the lesson consisted in drawing and filling in a map of France which was done in the same way and with much completeness. It was wonderful to see how these maps grew under the teacher's hand, and what a wide knowledge the pupils possessed of their details. The lesson lasted half-an-hour, and at its conclusion the children were still anxious to go on. That they were deeply interested was evident from their flushed and eager faces.

Map Drawing is a most useful exercise, but is rarely attempted in our schools. Even the outline Map of Ireland, which is expected from Sixth Class pupils, is of a very rude description. Only in the two Convent schools does this exercise receive due attention.

Agriculture.

Agriculture is taught in almost all the schools under male teachers. I regret to say that the teaching of the subject is of the same kind as characterises that of the other branches where some thinking is required. The instruction is confined to the words of the text-book, and seldom is any attempt made to connect or contrast what is there found with the actual practice on the farms surrounding the school. If this were done the subject would be made more interesting to the children, and it would be more quickly and thoroughly learned, so that not only would the teacher secure more fees, but there would be a well-founded hope that soon the present system of farming would be improved by the instruction given to the generation now passing through our schools. I sometimes bring specimens of grasses with me to the schools, but very rarely are the pupils able to recognise them. Until the teachers give a practical turn to the instruction it will remain valueless not only from the farming point of view but also in developing the intelligence of the pupils.

Music.

Vocal Music is now taught in eighteen schools with very fair success. I have endeavoured as far as possible to encourage the teaching of this subject both on account of its intrinsic value and also as an agreeable change from the ordinary daily routine.

Drawing.

Drawing is taught in twenty schools, but the results have hitherto not been very satisfactory. As the Commissioners now pay a liberal fee for teaching this subject, certificates are more eagerly sought, and we may look forward to a time when it will be as generally taught in our schools as writing.

Needle-work.

It is with much satisfaction I have to report that considerable improvement is observable in Needlework. The work of the various classes is now so definitely laid down and so well graduated that there is seldom any difficulty in satisfying the requirements of the programme. I sometimes find girls of Fifth Class who are able to cut out and

make every article of their own clothing. Very many can knit stockings, caps, gloves, shawls, &c., &c. The girls like this kind of work, and their eagerness for it has, to a great extent, overcome the inertia which hampered and long delayed the success of this most useful part of the programme. The importance of the movement can hardly be overrated. Girls are provided with occupation for their leisure hours, and are able to take a larger share in the family mending and making. Nothing gives greater pleasure than to see at many houses girls, often of tender years, engaged at sewing, knitting, or darning, a sight by no means uncommon here. In a few cases pupils have sold articles of clothing made in school, and the money gained in this way has proved a great stimulus to their industry. Many teachers seek for exemption from the Alternative Programme in Sixth Class, and in some cases special circumstances render exemption necessary, but in such cases I would suggest that it be granted for one year only. If this were done I think the applications would not be renewed very often.

School banks.

I regret to say that I have not heard of any instance of a school bank being established. The chief reason for this is, that school fees were never paid weekly in this district, but at intervals of three, six, or nine months, so that the recent change in the mode of payment has not increased the number of pence which find their way into the children's hands. So far as I can learn from managers and teachers there is little present prospect of the successful establishment of children's banks in this district, although a valuable method of inculcating thrift thus remains unavailed of.

Effect of recent legislation.

Owing to the large increase recently made by Parliament in the emoluments of the teachers, results fees now form a much smaller fraction of the year's income, and it may be expected that in some cases there will be a falling off in the efforts made to attain a high standard at the results examinations. But the improvement in the teacher's position will attract to the profession an increasing number of men of high ability, inferior teachers will find themselves crowded out, and will turn to occupations for which they are better adapted. With an improving class of teachers the schools will improve, and if progress continues to be made at the same rate as during the past twenty years, there need be no anxiety as to the future.

In conclusion I have much pleasure in saying that I have always received the greatest kindness from the managers. They have endeavoured to remedy defects and carry out suggestions even when an expenditure of much time and money was involved. They have shown themselves most anxious to improve their schools in every way. Many of them remain present at the examinations so as to be in a position to form a correct judgment as to the condition of the school. The presence of the manager at the examination has a most salutary effect. When the pupils have been properly prepared they are greatly encouraged and stimulated thereby; when the reverse is the case, the manager is better able to judge of the work done in the school than he would be from the mere perusal of any report however elaborate.

I am, Gentlemen,

Your obedient servant,

P. Fitzpatrick.

The Secretaries,
Education Office.

Appendix C.

Reports on State of Schools.

Mr. Henry Worsley, M.A., District Inspector.

Monaghan, February 28th, 1894.

Mr. Henry Worsley. District Inspector.

Monaghan.

GENTLEMEN.—I have the honour to submit, for the information of the Commissioners, my second General Report on the schools of this district.

The district.

Since 1891, for which year I made my first General Report, one school has been transferred to District 24. Three non-vested schools have been taken into connection. Corravacan Male and Female National Schools have been amalgamated under one Roll No. 10,429, Roll No. 10,430 (Corravacan F.) being placed on the suspended list. The district now contains 148 schools.

School-houses.

The great majority of the school-houses are either good or fair; very few only are to be described as bad. I have very little to report in the way of structural improvements. One school-house has been considerably raised in height, much improving the ventilation of the school-room; another has been raised, ceiled, and slated. Other improvements of a minor character have been effected in the case of a few schools. The schools have, in a considerable number of cases, to contend against damp, which stains and corrodes walls, maps, and tablets. The school-rooms, except in very few cases, enjoy sufficient provision for warmth and ventilation. The sanitary condition of the school-houses is satisfactory. The schools are mostly supplied with out-offices, and it is only rarely that I have occasion to report them as not being kept clean.

Furniture and apparatus.

In only a few cases has old furniture been replaced by new furniture of a more suitable character. But, under the head of apparatus, I may remark that teachers nearly always procure new maps, where any deficiency in that respect is pointed out in the school minute. In the case of only two schools have I to report that a free stock of school requisites was granted by the Commissioners in consideration of local expenditure incurred in the improvement of the school-houses.

Irish Education Act, 1892.

Under the provisions of the Irish Education Act, 1892, all the schools in this district have been made free schools, except the Monaghan Model and three other schools, which are entitled to charge an *excess* school fee in view of the fact that the average rate of fees received in those schools during the year 1891 was in excess of 6*s.* a year for each child of the number of children in average attendance (Section 18, Clause 3). I do not observe that the abolition of school fees has had any effect in improving the attendance of pupils at the schools. The attendance of children has, however, been considerably affected within the last half-year by epidemics. In only one town out of four in this district have steps been taken to carry into effect the compulsory attendance clauses of the Irish Education Act, 1892.

School Bank system.

I have not heard of any response in this district to the suggestion of the Commissioners that parents should avail of the relief afforded by the abolition in most cases, and the reduction in other cases, of the school fees, to encourage thrift and forethought in their families by the deposit in *School Banks* of the weekly pence thus saved for the benefit of their children.

It appears that the School Bank system, which is certainly an excellent scheme, is already in extensive operation in the schools of Great Britain and of other countries. From a memorandum presented to Parliament (Report of the Committee of Council on Education, 1890-1, p. 276), it appears that nearly half a million pupils in the French

elementary schools had banking accounts, representing over half a million sterling to their credit. According to the last official returns for Belgium, 171,589 scholars out of a total number of 622,929 in the primary schools, have banking accounts, the sum standing to their credit being £117,214. The School Bank system has not been used so extensively in Great Britain. *Appendix C.* Reports on State of Schools. *Mr. Henry Worsley, District Inspector.*

The discipline in the schools is generally very fair. Under this head I have, however, to note that in not a few schools the enunciation of the children is very defective. I may say generally, as far as my observation goes, that children in Irish schools do not speak as distinctly as in English schools. Indistinct enunciation is in itself a very uncouth characteristic and, I may add, does not accord with decision of character. It is not due, as teachers sometimes affirm, to shyness, but very often to the indistinct articulation of the teacher, of whom the children become a faithful copy in their general manner. Monaghan. Discipline.

In three cases the Board of Works have agreed to make loans to assist in the erection of teachers' residences. One residence has been completed; another is in course of erection. The teachers, as a body, appear to be wanting in ambition in the matter of availing of the aid granted by the Board of Works towards providing residences. I fear that in too many cases they settle down into a state of *nonchalance* as regards their social standing in the community, with which the question of suitable residences is intimately associated. Teachers residences.

Reading in this district is fair, but a notable want of expression is general. Teachers often neglect to explain the meanings of the words and the subject matter of the lessons. Correctness and fluency in reading, I should remark, is a most important corrective of the indistinctness of utterance which I have noted as characteristic of children in the district. The abridging of the quantity of matter in the Fourth Reading Book is, in view of the irregular attendance of the children, to be welcomed, and will eventuate, I am sure, in an improvement both in the reading and the spelling of the Fourth Class. The meanings of difficult words and phrases, which are now prefixed to the lessons in the revised edition of the Fifth Book, instead of being printed at the end of the book as heretofore, is an improvement as it will more easily attract the eye of the pupil. The Sixth Book contains an excellent selection of literary pieces, but might, with advantage to the advanced classes, have a larger number of selections from more modern writers; in its present form, children, and I may add teachers, tend to become too much habituated to the somewhat obsolete style of prose composition which distinguishes many of the lessons as compared with the more easy and less balanced style of the writers of the present day. The lesson books generally might also advantageously contain more lessons on the industrial resources and capacities of Ireland, on the elements of mechanical and chemical science in their relation to the industrial arts, and on handicraft. Recitation of poetry is often characterized by the indistinctness of articulation to which I have already referred. Reading.

Penmanship is generally very fair. *Letter-writing* is improving, though there is still a good deal of room for improvement in many schools. The teachers are becoming more alive to its importance and devote more attention to it: also, regular practice is improving their skill in teaching it. It is remarkable what progress children can make in this branch under a really skilful teacher. Failure to teach it successfully as often arises from indolence and want of taste on the part of the teachers as from incompetency. To teach it efficiently, great care in the selection of themes or subjects for composition, and judicious help and careful correction, are Writing.

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Mr. Ewen Wright, District Inspector, Monaghan.

required. In the selection of subjects, the teachers follow very largely the lead given them by the selection made by the Inspector at the Annual Results Examinations; for this reason I make my list of subjects cover as large a range as possible. The skilful teacher, when setting a subject for composition, will generally be careful to give the children an outline of it by calling their attention to a few headings or ideas which they are to expand and to throw into proper form; and, of course, he will never fail to correct their letters and to explain to them the corrections. I do not believe that it is at all difficult for a teacher who is anxious to make his pupils proficient in this branch, to attain his object in at least a fair degree. He requires to adapt the themes to the mental capacity of the children and to supply them with a few topics or headings; the ordinary grammatical errors or solecisms which occur in the letters become perfectly familiar to him and are not numerous, so that it is easy for him to address himself to the task of eliminating them from the letters; in punctuation, very little more requires to be taught beyond the correct use of the period and the comma, taking care to make the children begin sentences with capital letters; while correction of the letters with explanation to the children of the corrections is a perfectly simple task. I think that transcription of letters might usefully form part of the writing programme of Fourth Class; it would be a really good preparation for the letter-writing of the higher classes; one letter a week carefully transcribed would do much in this way. I am still of opinion that in view of the constant recurrence of the same solecisms in the letters, the correction of sentences containing common faults in speech or writing should form part of the grammar programme of the two Divisions of the Fifth Class. I think that if parsing were superseded by analysis of sentences in Sixth Class, children would become more familiar with the proper construction of sentences in letter-writing, while, by learning the nature of the interdependence of clauses in sentences, they would become better able to divide sentences by punctuation stops. Punctuation is often neglected in the schools. While it is desirable, speaking generally, that children should be taught to frame short, rather than long sentences, the letters written at Results Examinations too often consist of dwarf, disconnected sentences—what may be called the *disjecta membra* of a letter—rather than a consecutive whole. Papers on composition should always hold a prominent place at the July examinations for candidates for Second and Third Classes.

Arithmetic.

Arithmetic is very carefully attended to, except that Notation in Third Class is generally neglected. In Fifth Class "bills of parcels" or "shop accounts," which are of much practical utility, should form part of the programme. Pupils in the Fifth and Sixth Classes might usefully be taught the principles of the metric system and its advantages (cp. English Code, Schedule L, Arithmetic, note).

Spelling.

Spelling is very fairly attended to in the junior classes, often not well known in Fourth Class, fairly well taught in the higher classes.

Grammar is very fairly known in Third Class, fairly in Fifth Class (first stage) and Sixth Class, less well known in Fourth and Fifth (second stage). In Fourth Class, the formation of the possessive case of nouns, singular and plural, is almost unknown, which I suppose arises from the infrequency with which that case is met with in the lesson book. I am still unable to see the utility of teaching *roots* in the two highest classes; while on the other hand, prefixes and terminations, and the method of forming English nouns, adjectives, and verbs from each other—what may be called word-building—is a useful branch of knowledge. As I have said, the correction of common errors should form part of the grammar

programme in the two stages of Fifth Class. Analysis of sentences, for the reasons I have pointed out, should supersede parsing in Sixth Class. The course of grammar in the first class teachers' programme is much too confined; a more extended syllabus should be prescribed, including some knowledge of the philology of the language.

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Geography is fairly well known. In Third and Fourth Classes, children are now well trained, when pointing out places on the map, to give at the same time an oral description of position. The map of the county in which the school is situate is not taught to Fourth Class in any school. The geographical definitions of the physical divisions of land and water are often not intelligently known in this class. The same remark applies to the mathematical geography prescribed for the two stages of Fifth Class, the subject being learnt by rote without sufficient reference to maps, or any to globes, the latter not being procured.

Geography.

I wish to repeat my strong conviction that the industrial resources of Ireland should form part of the geography programme of Fifth (second stage), and the productions of Great Britain and of our foreign possessions of the programme of Sixth Class. A knowledge of the interchange of productions between Great Britain and Ireland, and between the United Kingdom and other countries, might be also usefully required. As I have pointed out in former general reports, an acquaintance with the resources and capacities of the different parts of Ireland is a most important condition of the extension of technical instruction in this country.

Only an imperfect knowledge of *Agriculture* is acquired in the schools, although I am always careful to call the teacher's attention to any neglect which I may observe on his part in teaching it or in making adequate provision for it on the time-table.

Agriculture.

Very little instruction is given in *Book-keeping*. The teaching of it is of a very bald character, and of no practical value for shops or offices. I impress on the teachers in whose schools the subject is taken up, the importance of getting their pupils to understand thoroughly the nature of the *interdependence* of the different accounts, especially at the outset in the second set which is a sort of ground plan or scheme of the art of book-keeping.

Book-keeping.

(*a.*) *Needlework* is very fairly taught. Running in Third Class and the run and fell seam in Fourth Class are often imperfectly done. More attention is being paid to darning.

Industrial instruction. (*a.*) Needlework.

In the *Industrial Programme* for Sixth Class girls, the two special industries selected are, except in three schools, always two of the following three from Class A:—1. Dress-making (plain), underskirt-making; 2. Fine under-clothing, baby clothes; 3. Knitting and crocheting of jerseys, caps, wraps, vests, petticoats, socks, stockings, gloves, slippers, and similar articles. Clones crochet lace under the head of Class B^1, was presented in one school; and Mountmellick work, sprigging (on handkerchiefs, etc.), ornamental marking of linen (Class B^2) in two schools.

(*b.*) As I remarked in my last general report, it is to be very much regretted that there are so few industries in Ireland in which girls could turn to account the industrial knowledge acquired by them in the schools. I believe that this country specially lends itself to the starting and extending of "cottage" or "home" industries, which appeal specially to the poorer classes in rural districts, to whom a small additional weekly remuneration is a matter of considerable consequence. The industrial programme offers special opportunities for teaching these industries in schools. Unfortunately too few people in Ireland of position and means

(*b.*) "Cottage" or "Home" Industries.

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possess sufficient public spirit and patriotism to induce them to initiate and help on local enterprises of the kind I am speaking of. In the neighbourhood of the town of Clones in this district, a large number of girls—I believe about five hundred—almost all outside the town, are engaged in the manufacture of crochet lace, which is worked either in cotton or silk. It is entirely a "home" industry. This industry was originated in Thornton, Co. Kildare, in 1847, by Mrs. W. C. Roberts of that locality, and as many as seven hundred were at one time earning money round Thornton by the crochet needle. The industry, however, fell away there. The art was carried from Thornton to Clones through the instrumentality of Mrs. Hand, wife of the then rector, who invited one of Mrs. Roberts' workers to come and teach it at the rectory. The industry thus founded is now in a flourishing condition. The work, known as the Clones crochet lace, and which is very pretty, is taken up for sale by the Irish Industries Association and by dealers, as well as purchased direct from the workers by private persons. In April, 1893, the industry was introduced into the town of Monaghan. A well-qualified teacher, Miss Tierney, is engaged at present in teaching it to seventeen girls in the Monaghan Convent, where all the work is executed. It is expected that the project will develop into a "home" industry. Arrangements have been made with the Irish Industries Association to take up the work done for sale. The Clones crochet lace is taught in only one National School in this district, viz., in Aghnaglough in the parish of Monaghan, having been recently introduced there, but it is intended to introduce it into one or two other National Schools in the parish.

(*c.*) Dairy instruction.

I have not heard that any advantage has been taken in this district of the scheme of Itinerant Dairy Instruction, to be imparted by instructors from the Albert and Munster Dairy Schools, originated by the Commissioners. The dairy industry is one which is beginning to awaken a deep interest in Ireland. This is due to the fact that the very great development of the industry on the Continent has most seriously impaired the position of Irish butter in the markets of the world. Yet "so far as soil and climate go, Ireland as a dairy-farming country is favoured far beyond any of the countries of Europe."* The causes of failure can, of course, be sought for only in the want of progress in methods. In England the landowner as a rule materially assists the tenant in this industry by giving him the benefit of his experience and of his resources; this is not generally done in Ireland. In several countries of Northern Europe the question has been actively taken up by the State, with the best results, and with most serious consequences to Irish competition. The State has done something in Ireland. Centres of dairy instruction under State management exist in Dublin and Cork, but to quote from Mr. Carroll's report for 1892, while "the pupils who go forth from these schools must have considerable influence upon the dairying systems of the country," yet "in order that a more general improvement may take place, it would be very desirable that information should be brought more within the reach of the people through local centres of instruction." I note with interest Mr. Carroll's observations in his report for the same year on the Cormeen National School Farm in this district, examined in September, 1892. He says "The Teacher of this school is a good practical farmer, and his wife has the reputation of being the best dairywoman in the neighbourhood. We have thus a combination that might be made very useful in promoting industrial education for boys and girls if it were possible to encourage this by arrangement with the teacher of the Cor-

* *Industrial Ireland*, by Dennis (1887), p. 32.

meen School." As Mr. Dennis writes (*ibid.*, p. 43) "the manufacture of butter is the one industry in which Ireland can indubitably take the lead. There has been neglect—inexcusable neglect—in the past; but it is not yet, we trust, too late to repair the mischief. To see this great industry collapse while there appears a hope of saving it would be like seeing a ship founder within sight of land." *Appendix C.* Reports on State of Schools.

Mr. Henry Worsley, District Inspector. Monaghan.

There are two agricultural schools under local management in this district, Cormeen and Barratitoppy and there is one school garden under local management in connection with Ballibay Boys' Schools.

Music is taught in very few schools. The teaching of the subject is not extending in the schools. Music.

Extra branches are little presented here. The subjects taken up include instrumental music, drawing, geometry, algebra, the adjustment and use of the sewing machine and advanced dressmaking, management of poultry, girls' reading book and domestic economy, hygiene, physical geography, Greek. The improved scale of results fees announced for the teaching of drawing in 1892 has not resulted in any extension of the teaching of the subject in this district, where it is very little taught. Instrumental music is very efficiently taught in Middletown Convent National School. Extra branches.

The Kindergarten occupations with action songs and calisthenic exercises are efficiently taught in the Infant Department of the Monaghan Model School and in the Monaghan Convent School. Kindergarten.

I am, gentlemen,

Your obedient servant,

HENRY WORSLEY, District Inspector

The Secretaries, &c.

Mr. J. ROSS, M.A., District Inspector.

Mr. J. Ross, District Inspector. Newry.

Newry, March, 1894.

GENTLEMEN,—I beg to submit my general report on District 19, which has been in my charge since March, 1892.

The District.

Newry, the official centre, with a population of about 14,000, is situated partly in County Down, and partly in Armagh, and the district comprises portions of these two counties, and also extends into the north of County Louth. The remaining towns and villages are Warrenpoint, Bessbrook, Rathfriland, Kilkeel, Carlingford, Rostrevor, Loughbrickland, Scarva, Annalong, Hilltown, Forkhill, Mayobridge, and Belleek.

Though a large portion of the inhabitants of the district are mainly dependent on agriculture there are several important industries. Newry has extensive linen factories. The population of Bessbrook, numbering nearly 5,000, is either dependent on the linen industry or engaged in granite works. The granite industry forms a most important source of income in many parts of the district, especially in the parish of Kilkeel, along the County Down seaboard. In that portion of County Down comprised between Newry, Scarva, and Rathfriland, the farms are nearly all large

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and the population is sparse. On the other hand, the barony of Mourne in County Down, and the parishes of Killeavy, Jonesboro', and Forkhill in Armagh, and Carlingford in Louth, have a teeming population. In a large portion of Killeavy the holdings are small, and the soil is inferior, but only comparatively few of the people are solely dependent on the soil; a large proportion of the grown up male population of the neighbourhood become pedlars or hawkers in England or elsewhere, and this locality also supplies the hiring market of Newry with domestic and farm servants, thus many of the children leave school at a surprisingly tender age. In the Carlingford parish most of the grown up men are engaged in seafaring. In the localities just named the tillage of the soil is largely carried on by the mothers of the families assisted by the younger children.

Attendance.

This arrangement, necessitating the frequent withdrawal of these children from the schools, has an injurious effect on the attendance and on school work generally.

Distribution of schools.

The distribution of the schools accords well with the population. In the thinly populated parts grants have in the past been withdrawn from schools that failed to command an adequate attendance, and in some instances separate male and female schools have been amalgamated into one mixed school.

Schools non-national.

In the town of Newry important educational work is done in schools not in connection with the National Board. Almost all the Roman Catholic boys of Newry are taught in the schools of the Christian Brothers, and there is also a Diocesan Seminary for boys of the same persuasion.

The ladies of the Mercy Order, Canal-street Convent, have a well attended pension school. These institutions have established a character for efficiency. The Intermediate School of Newry does valuable work in preparing boys for the Intermediate and University Examinations, and there is also a successful Collegiate School for girls. Besides these there are two non-national elementary schools in Newry, and two small private schools in Warrenpoint. There is also a Church Education School at Omeath, and another between Annalong and Newcastle. With these exceptions, the entire education is carried on in National Schools. These consist of 130 ordinary National Schools, five Convent Schools, three Model Schools, and two P. L. Union Schools.

Character of school-houses.

It is a remarkable fact that the worst school accommodation exists in those places where the people are apparently in the easiest circumstances; the houses in these instances were erected fifty or sixty years ago, and though then deemed satisfactory are now behind the requirements of the time. These houses are small, badly lighted, and ill-ventilated, having no playgrounds and as a rule no out-offices. Three superior new schoolhouses—two vested and one non-vested—have been completed since March, 1892. Two schools that for some time had been on the suspended list have received renewal of grants, also one small school in Hilltown village came for the first time into connection with the Board in November, 1892. Thirteen schoolhouses have undergone substantial repairs and structural improvements within the past two years. Some of these were in a very dilapidated condition, but are now handsome structures; this is notably the case at Lislea, where the buildings were in miserable repair, but are now, perhaps, the finest country schools in any part of Ireland. All the expense of these repairs has been borne by local parties. I have to acknowledge much readiness on the part of several Managers to carry out suggestions in regard to repairs and improvements. In several of the cases where the buildings remain

Improvements.

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unsatisfactory I have received assurances that new buildings will be erected or structural improvements undertaken. Only one clay floor remains in the district, and this I hope soon to see replaced by a more suitable material. The school accommodation in Kilkeel neighbourhood is of a very superior kind; the schools under the management of the clergymen of the late Established Church are substantial and commodious, erected for the most part at the expense of the estate on which they are situated; and the clergymen of the Roman Catholic and Presbyterian Churches have raised funds locally or availed themselves of Government grants to provide suitable schools. Two new schools in this part of the district are much needed, one at Brackney and the other at Moneydara, and grants have been applied for in both cases. Since commencing to write this report I have had intimation of the desire on the part of a Manager to erect a new vested house to supersede an unsuitable building in the County Armagh. In a few cases where the walls are damp I have received promises from the Managers that they will undertake the drainage of the sites. The school-rooms, with some creditable exceptions, are seldom as bright and cheerful as could be wished. Natural History illustrations are conspicuously absent, and at incidental visits one has occasionally to advert to the necessity for sweeping and dusting. I have only two cases where the school-rooms are unduly overcrowded; in one, at least, of these I hope to see the necessary extension effected at an early date. The out-offices, except in a very few cases, are kept with a due regard to cleanliness.

School-rooms.

Out-offices.

Residences

Residences are attached to a good number of the schools; a favourite form of school-building consists of two rectangular school-rooms connected by residences for the male and female teachers; the ground plan of the whole building usually taking a form somewhat suggestive of a capital H, the connecting bar in the letter representing the position of the residences. In some of the older non-vested schools, one end of the building was originally set apart as a dwelling for the teacher; but as a rule the accommodation provided was the most wretched and comfortless imaginable. I am glad to say that such rooms are no longer used except as cap rooms, &c., for the convenience of the pupils, and for storage of fuel. Residences built by State grants are increasing in number, one Manager having erected no less than three excellent houses of this class within the past two years. There are altogether 14 such residences.

My predecessor had been many years in this district and had brought to bear upon his work sound practical wisdom, long experience, and an inexhaustible store of energy. As might be expected under the circumstances I am unable to claim credit for striking reforms, but I trust the past two years have in some respects at least been years of advance.

The Teachers.

The Teachers here hold a very high place indeed in the estimation of all with whom they are brought into connection. Many of them display that genuine sympathy with children which is the most essential quality in the successful discharge of their duties. The pupils are almost without exception very amiable, and harshness or severity in dealing with them is happily very rare. I have specially to acknowledge the uniform courtesy of the teachers, and their anxiety to lessen for the Inspector so far as lies in their power the onerous work of the Results Examination. The school accounts are, I believe, honestly kept; only one instance of serious falsification having come under my notice in the past two years. Exclusive of the teaching staff of the Convent Schools and of eleven workmistresses, the work of the district is carried on by 170

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classed teachers including one temporary assistant. The classification of these is as follows :—

I1,	10
I2,	24
II,	70
III,	66

This is reasonably satisfactory ; approximately twenty per cent. of the whole being in first class, and forty per cent. in each of the other classes. I find a growing desire for promotion in classification among the second class teachers, and those in second division of first ; four of those included in the foregoing table were successful in obtaining first of first and three second of first at the district examination last July. The older third class teachers are apathetic about promotion. This a matter for regret, as not a few of them are hardworking and most useful public servants whose admission for promotion would afford me sincere pleasure. As I mentioned in a former report I should be glad to see professional skill counting for more in the higher grades of classification. Since an increasing number of our teachers are availing themselves of the Royal University Examinations to obtain degrees, I should hope the time is not far distant when that University, like London, will have an examination for a Diploma in the Science and Art of Teaching. More than fifty per cent. of the teachers have been trained in recognised Colleges. There can be no question that other things being equal the trained are more satisfactory than the untrained. It is, however, not without significance that several of the best teachers in the district have never been in a Training College, while some of the least efficient have enjoyed the advantages of training. Training may aid in developing aptitude, it cannot create that faculty.

Training.

Monitors.

There are eighty monitors in the district at present ; their instruction is, as a rule, duly attended to by the teachers. It is my custom at all incidental visits to schools in which monitors are employed to ask a few questions on some branches of their programme, and to see something of their capacity for teaching. Most of the teachers also keep for my inspection a daily record of the monitors' answering in home lessons. At the July examinations last year the proficiency of those in third and fifth years was on the whole satisfactory. I should be glad to see the per-centage of answering on D papers to qualify monitors for retention raised. None but those who give distinct evidence of intelligence and aptitude for teaching should be permitted to complete their apprenticeship as monitors.

Reading.

I shall now enter into some details in reference to the various subjects of the programme. Reading, by far the most important of all branches of education, is, perhaps, in this district the least satisfactory subject in the school curriculum. It is often laboured, and not infrequently a pass has to be refused owing to utter lack of verbal accuracy. In these unsatisfactory cases I usually find that spelling is bad ; indeed want of due attention to spelling is, in my opinion, the cause of most of the absolute failures in reading. In this matter of reading, however, I am able to record some progress in the first and second classes. In these classes each pupil is put to read as far as possible at a different lesson, thus ensuring that there will be little chance of a pass being obtained if the entire book has not been gone through. At incidental visits I sometimes find reading in an unduly loud tone proceeding at the same time in three or four classes, say from third up, gross errors of pronunciation passing unheeded, and his class fellows making little if any effort to follow the reader. Such an exercise is worthless. The time-

table arrangement, sanctioned by custom, might, I think, be occasionally modified with advantage, and half the classes on the floor under such circumstances as I have described, might be put to a suitable silent lesson bearing upon reading, say transcribing on slates the difficult words of the reading lesson or writing poetical selections from memory. This would leave the teacher a freer hand for giving a really effective reading lesson—a thing too seldom heard in our schools. The poetical pieces for recitation are receiving a fair amount of attention. I have suggested that the pieces selected for each class should be arranged at the opening of the year, and that lists of these pieces should be suspended in the school-room. Sufficient attention is not paid to the explanation beforehand of the poems to be committed to memory. A number of well-grown pupils in the second stage of fifth class assured me recently in reference to Gray's "Elegy in a Country Churchyard" that the elegy was the man who took care of the ground!

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Poetry.

Spelling is improving in first and second classes; the infants also now spell well; but in spelling as well as in reading the children of this district compare very unfavourably with those of West Cork, and I cannot record much progress in this subject in the classes from third up.

Spelling.

Arithmetic, except in a few of the least satisfactory schools, has seldom a large proportion of failures, but judging from the special specimen lessons given in this branch by the monitors, and by my observations at incidental visits, as well as by the nature of the errors in the exercises worked on examination day, I am convinced that intelligent demonstrations of the principles on the blackboard are not as general as is desirable. Tables are receiving a good amount of attention, especially in first and second classes. I expect the first class not only to know that $9 + 8 = 17$ for instance, but also that $19 + 8 = 27$, and to be taught to derive the second result from the first. Second class can readily apply this principle in a more extended form. The ball frame is, I fear, not as frequently or as intelligently used in the infants' class as it should be. I observe that this useful apparatus has very often to be dusted when called for at incidental and other inspections. Mental Arithmetic does not yet receive as much systematic attention as its importance demands.

Arithmetic.

Writing, so far as it merely includes penmanship, is fairly satisfactory. Special attention is given to the writing of first class; the copy on the black board is invariably written between ruled lines, and a good imitation of this copy is written on examination day, the children being evidently alive to the necessity for the letters properly filling the ruled spaces of their slates.

Penmanship.

The written school exercises seldom display as much care as I should like to see bestowed on them; these might become valuable means of training to habits of neatness—an indirect use of more importance than the mere addition to the pupil's store of knowledge or advance in penmanship.

School exercises.

Letter-writing though tolerable cannot be pronounced satisfactory. The frequent helplessness of children in expressing themselves in a letter is, I think, largely to be attributed to the insufficient attention given to the explanation of reading. Experience convinces me that bad or faulty attempts at letter-writing have very little, if any, connection with instruction in technical grammar.

Letter-writing.

In a school recently examined by the Head Inspector and by myself, we were both struck by the intelligence of the answering in explanation of reading, and at this examination I got some specimens of letters of

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unusual merit, while the proficiency in parsing could scarcely have been worse.

Grammar.

Grammar is I trust improving, though still far from satisfactory. I find it very desirable to have the pupils in Third and Fourth Classes accustomed when parsing to point out the nouns, for which the pronouns stand. Where failures are exceptionally frequent in Fifth and Sixth Classes, I generally discover that gross mistakes in the parsing exercises have been allowed to pass without correction by the teacher.

Geography.

Geography is fairly taught. The chief points in which improvement is desirable is to avail more of the physical features of the surrounding country, rivers, mountains, capes, &c., in giving to the children clear ideas of the corresponding features on the maps. I seldom find the cardinal points intelligently taught in connection with geography; the *roof* of the school-room for instance being almost invariably believed to be the north. Mathematical geography is not well understood, and few children in Sixth class draw a map of Ireland well.

Agriculture.

Agriculture I found to be by no means a popular branch in most of the schools here, and in some instances the teaching had been all but abandoned. Though still far from satisfactory it is somewhat gaining in popularity. Tillage operations are well carried out, over at least half the arable land of the district, and some of the teachers are I find availing themselves of the practical knowledge of the children to make the subject interesting. Dairying, so far as I can ascertain, is neither extensively nor intelligently practised by the farmers of this part of Ireland. There is one school farm in this district; it is efficiently managed.

Needlework.

Needlework is making fair progress. The excellent manual on this subject by Miss Emily Jones, is, I believe, now found in nearly every school in which this branch is taken up. Darning and cutting-out remain faulty in too many instances, but by invariably making them an essential part in the test, I hope that increased importance will be attached to them in the work of the year. The prescribed specimen garments are always exhibited on examination day. The alternative scheme for Sixth Class is adopted in seventeen schools. The industrial branches taken up in addition to ordinary Sixth Class needlework are usually dressmaking (A^1), and knitting and crocheting (A^3). The proficiency in these branches is on the whole satisfactory. The schools in which the scheme is adopted are all girls' schools; in mixed schools for boys and girls the teachers think that it cannot readily be carried out; in one or two instances of such schools where a workmistress is employed, the system has been found on trial to be impracticable. I seldom find the literary portion of the instruction entirely satisfactory. The work done in the industrial department of Canal-street Convent is deserving of special mention. This department was established in 1855, and may justly claim a foremost place as a school for needlework. About forty-five extern girls and young women are constantly employed; their earnings run up to as much as fifteen shillings per week, and the total paid in wages and salaries annually is over £800. The work, consisting mainly of fine under-clothing in silk, calico, etc., also lace-making, has established a name for itself, and extensive orders are daily coming in from England and the colonies. The management of this department displays a rare capacity for business on the part of the Sisters responsible; and the accounts of receipts and expenditure are models of clearness of arrangement. The work is carried on under one very great disadvantage, viz.: the loss sustained through the quantities of unsaleable work turned out

Alternative scheme for Sixth Class.

Industrial Department, Rule 52.

by beginners on first joining the industrial class. Rostrevor Convent has also an industrial department, but on a much smaller scale, and it has hitherto been found difficult to secure the permanent attendance of externs. The members of the community have recently incurred a heavy expense in providing an admirable work room, well lighted, warmed, and ventilated, and it is hoped that this will lead to a more extended popularity for the department, and to an increased attendance.

Vocal Music.

Vocal Music where attempted is satisfactorily taught; it is taken up in only fifteen schools. The Tonic Sol-Fa method is adopted in three schools, and in two of these it has in the current year superseded Hullah's system; in these cases I have not had an opportunity of judging of the success of the new departure. I have recently brought under the notice of the teachers of the Tonic Sol-Fa system an admirable little pamphlet by the Rev. Mr. Gaynor, on "Pitch, Keys, and the Tuning fork."

Drawing.

Drawing is taught in seventeen schools, and in six of these the proficiency may be pronounced good; in the others it runs from fair to poor. The absurd practice of measuring is not resorted to; this is possibly owing to the test applied; Fifth and Sixth Classes must slightly enlarge the copy assigned, and Third and Fourth are required usually to draw from a simple copy in chalk on a black board, or on a card suspended before them.

The remaining extra branches are Algebra and Geometry for boys; the proficiency in these is usually very fair, but as the senior classes are seldom large not many are presented in either of these branches.

Domestic economy is taken up in a few schools, but as a rule with only moderate success.

School Savings Banks.

I have taken opportunities as often as possible of directing the attention of managers and teachers to the advantage of the system of School Savings Banks. This scheme is in operation in only one school as yet; it is also about to be introduced into Newry Model Infants' School. When the subject was first brought under the notice of the pupils of the Model Schools it did not call forth any response from the parents. A safe motto in the introduction of any new departure is I venture to think *festina lente*, and I have no doubt that in time the excellence of the idea of training children practically in the habit of thrift will lead to a gradually increasing popularity for School Savings Banks.

Management.

Excluding the Model Schools and the Poor Law Union Schools the management is in the hands of forty-two clergymen and ten laymen. The religious denominations of the Clerical Managers are as follows:—sixteen Roman Catholics, thirteen Presbyterians, twelve late Established Church, and one Methodist. A good proportion of these gentlemen and some of the laymen evince the warmest interest in educational work, and lose no opportunity of making themselves acquainted with the condition of the school in their charge. A few, however, display too little sense of the responsibility entailed by their position as Managers.

The Convent Schools.

There are five Convent Schools in the district; four of these are conducted by Nuns of the Mercy Order and one by the Sisters of St. Francis (Poor Clares). The joint average at these five schools is 921, or over ten per cent. of the whole attendance in the district. There is attached to each of them an Infant department with Kindergarten occupations. In all these schools the pupils are not only well taught, but are trained in habits of neatness and order, and although the home surroundings in the case of some of the children are not conducive to a ready submission to discipline, their deportment on examination day is eminently satisfactory.

Appendix C.

Reports on State of Schools.

Mr. J. Ross. District Inspector.

Newry.

Model Schools.

The Model Schools have on the Rolls of the three departments 344 with an annual average of 246. These schools are well deserving of the title "Model" Schools. The members of the senior staff bring a skill and energy to bear upon their work that leave little to be desired. The change of the month of examination from October to May was highly appreciated. The junior staff consists of six pupil teachers in the boys' department and three pupil teachers and a monitor in the girls' and infants' departments. The conduct of all these young people is exemplary. The many openings for young men in business houses in the towns of Ulster render it difficult to secure well qualified candidates for the office of pupil teachers in the male department.

School Attendance Committees.

School Attendance Committees for the enforcement of the Compulsory Attendance Clauses of the Education Act of 1892 have been constituted in Newry and Warrenpoint, but no Attendance Officer has yet been appointed in either place; and on communication with the teachers I learn that the proposed introduction of compulsion has as yet had no sensible effect on the school attendance.

School fees.

Only one instance in the district has come under my observation where an increase in the attendance is clearly traceable to the abolition of school fees.

Half-time pupils.

Half-time pupils are in attendance at six schools, all being on the alternate day system; on the whole in respect to proficiency and deportment these children compare favourably with their class-fellows.

I am, Gentlemen,

Your obedient servant,

J. Ross, District Inspector.

The Secretaries,

National Education Office.

Mr. W. J. M'Clintock, District Inspector.

Cavan.

Mr. W. J. M'Clintock, M.A., District Inspector.

Cavan, February, 1894.

Gentlemen,—I beg to submit the following general report on this district for the year 1893.

The district.

The district includes the central part of county Cavan, a small portion of Monaghan, and there is one school in Fermanagh. Its greatest length—from Mountnugent to Crom—is about 30 miles; and its greatest breadth—from Arva to Drum—is about 25 miles. The largest towns within this area are Cavan and Belturbet, and the schools in these alone can be regarded as urban. The other principal centres of population—Killeshandra, Arva, Kilnaleck, Ballyjamesduff—are small, and the schools in them draw their pupils to a considerable extent from the surrounding localities.

The schools.

There are 147 ordinary schools, three Convent schools, and one Poor Law Union school. They are well distributed as regards the population. About twenty of the houses are very unsuitable—for the most part thatched cabins with clay floors, antiquated furniture, and unceiled roofs. Numerous signs of coming improvements are however apparent, and I have reason to expect that at no distant date the worst specimens of this class will cease to be used for school purposes. During the past year one extremely bad house in Drumnaveigh, parish of Lavey, was superseded by two substantially built and well finished houses—

Stravicnabo male and female schools. A vested house is to be erected next summer in the parish of Annagelliff, to take the place of an old house which is becoming untenable. Applications have already been made for aid to build vested houses to supersede Clifferna male and female, Garrysalla male and female, and Lacken male and female schools. If the Commissioners grant the request of the Managers in these cases, seven of the very worst houses will fall out of connexion with the Board in the course of some months. The space accommodation is, generally speaking, sufficient, and in many instances more than sufficient. Excessive over-crowding occurs in only one school—Arva female. Few structural improvements were effected during the past year. Fair-green, in the town of Belturbet, was enlarged to afford accommodation for an increase in the attendance due to a neighbouring non-National school becoming inoperative. In the matter of repairs, the chief point to be noticed is that the walls of the rooms are often damp, especially in the winter season. This is owing more to the physical character of the county than to neglect on the part of those responsible for keeping the houses in good order. Sheets of water and marshy bogs are numerous among the low rounded hills which cover nearly the whole district, the main streams are very sluggish, and frequently overflow the meadows along their banks. The western side from Crossdoney to Crom, where the Erne winds through a perpetual succession of lakes, has the reputation of being one of the wettest localities in Ireland. The rooms are on the whole pretty well furnished, and are kept fairly clean and neat, but the provision for heating them is sometimes inadequate. Bogs are plentiful, but they are not equally distributed, and in localities where peat is scarce the school-fire too often affords little comfort to the pupils. A considerable number of schools still remain without offices, but I am glad to note an improvement in this respect. Six have been erected within the past twelve months, and I have received promises from two managers—the one that he will build three, and the other that he will build two, as soon as possible. A sufficient supply of sale stock and other requisites is usually kept on hand.

Classification of teachers.

There are seventy distinct male and female schools. Of the remaining eighty-one, forty-seven are in charge of male principal teachers, and thirty-four in charge of female principals. The classification of the teachers in the 147 ordinary schools is as follows :—

Class.	Principals.	Assistants.	Total.
I.,	24	1	25
II.,	68	5	73
III.,	55	14	69

The number of teachers in third class is comparatively large, and will remain so for some time. This class is, in the case of the principals, mainly composed of persons who have been long in the service of the Board, and who having once obtained employment, have wanted either the ambition or the capacity to rise to a higher grade, and being now advanced in years, will remain stationary till they finally retire. Fresh appointments of young persons holding third class certificates have become rare. Managers look for second class students, although an efficient monitor, who has successfully completed his term of five years, must be as well acquainted with the practice of teaching as a person who

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Mr. W. J M'Clintock, District Inspector.

Cavan.

knew nothing of the routine of school work previous to entering a Training College two years before. Comparatively few teachers seek admission to the July examinations as candidates for promotion. In 1892 nine came forward, of whom seven were successful—three attained to the first division of first class, one to the second division of first class, and three to the second division of second class. In 1893 three were admitted, but only one proved successful. The recent increase of public grants towards the support of teachers has rendered the profession very popular, and the competition for admission to the Training Colleges has become very keen. A large number of competitors entered the lists last year, the majority of whom were doomed to failure.

Monitors.

The monitorial staff stood at the end of last December as follows :—

Year.	Male.	Female.	Total.
1st, ...	1	4	5
2nd, ...	1	2	3
3rd, ...	4	8	12
4th, ...	4	13	17
5th, ...	2	5	7
Total, . . .	12	32	44

These monitors resemble apprentices, and it is a matter of regret that many of them can have little hope of obtaining appointments under the Board when their term expires. Nine attended their final examinations within the past two years, but only one of them has been placed in charge of a school in the district. In 1892 and 1893 the fifth year monitors did not acquit themselves with a high degree of credit. In the case of the others I found the general proficiency very fair, and I believe the teachers are at present performing their duties in this respect with fidelity and zeal. Eighteen monitors attended the third year examination in last July—more than half scored over 70 per cent., and only one failed.

Recent regulations have greatly deepened the teacher's sense of responsibility with reference to the duties he owes to his monitor. He knows that failure at either the results or the special annual examination of the monitors is likely to involve dismissal, and may prevent the appointment of a successor ; and the requirements as to discipline, organization, and sufficiency of accommodation prove the importance attached by the Commissioners to the training of these young persons after the best models that National schools supply.

Managers.

The schools are under the supervision of fifty managers, whose religious denominations are set forth in the following table :—

Religious Denomination.	Clerical.	Lay.	Total.
R.C., ...	17	2	19
E.C., ...	19	9	28
Pres., ...	2	—	2
Meth., . . .	1	—	1

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Mr. W. J. M'Clintock, District Inspector.

Cavan.

One hundred and eight schools are under R. C. management, thirty-eight under E. C., three under Presbyterian, one under Methodist, and one under official management. Nearly all the managers take a very active interest in their schools, visit them often, and use their influence to secure regular and punctual attendance on the part of the pupils. They try to obtain the services of the most promising candidates for vacancies, but they sometimes, through a feeling of charity, sacrifice the interests of the pupils by allowing inefficient teachers to remain in charge. There is one way in which I think managers might effect a great improvement at little expense, viz.: by the introduction of suitable pictures in cheap frames. The lime-washed walls of a room have, except where covered by maps and tablets, too often grown dingy through long use, do not afford a pleasing or attractive view to anyone, and especially to children. I have seen a room to which the teacher had given quite a cheerful aspect by merely putting bright fancy borders to the mounted sheets which were suspended on the rails.

Residences.

Ten teachers' residences have been built under the Act, all, with one exception, in the parishes of Crosserlough and Drumlummon. They are on the whole kept in good repair, and afford suitable accommodation. Besides these, twenty-four schools have residences attached—twenty-two of which are occupied.

School gardens.

Three schools—Roran, Ballyhaise (2), and Cloncovid—have gardens in connection, where the senior pupils receive instruction in the cultivation of kitchen vegetables, and to a limited extent in the modes of culture of the more common kinds of fruit and flowers.

Education Act, 1892.

Under the Irish Education Act, 1892, every school in the district, save five, has been declared a free school for pupils between the ages of three and fifteen years. No fees are being charged in four of the exempted schools, so that practically every school in the district, but one, is free to pupils below fifteen. The abolition of fees has not had any appreciable effect on the attendance. While the imposition of fees was legal, teachers did not press for payment from pupils of the poorest class, and the amount charged to those in better circumstances was not so high as to deter them from attending. The Act has consequently proved a more distinct advantage to the teacher than to the pupils. It has relieved him from the unpleasant task of pressing for payments which were sometimes very tardily made, and from all anxiety as to the second moiety of results fees, and it has increased his income.

School Banks.

The School-Bank system has not yet been introduced in any instance, so far as I am able to ascertain. This is to be regretted. Its adoption would conduce strongly towards habits of thrift and economy, and I believe the children would take a very lively interest in the small money transactions involved.

Attendance of pupils.

The attendance of the pupils is very irregular. Some parents are apathetic, but the main cause is the necessity for assistance in the field work at home. The majority of the grown-up boys and girls have emigrated, and hired labour is scarce and expensive. Scarlatina and influenza, of a mild type, prevailed during the year in several localities, for a short time reducing the attendance somewhat, but generally speaking not to a very marked extent. Another point which may be noticed is the want of punctuality on the part of a large number of the pupils. Not only do they attend intermittently, but when they do come, they arrive so late as to lose the first half hour's instruction. I find teachers occasionally conniving at this evil by not commencing the day's work till after 10 o'clock.

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Cavan.

I have now to state my opinion regarding the quality of the instruction which is being given. As I have been only two years in charge I am not able to note any decided improvement in the efficiency of the schools. Their general condition may be described as passable. There are some very good schools in which excellent work is done—the discipline is perfect, the entrance of a visitor does not divert the pupils from their work for a moment, and on the day of the annual examination their deportment is all that can be desired. The answering in such schools uniformly reaches a high standard. Of the Convent schools I can speak in terms of high commendation. The ladies who conduct them are very earnest and zealous in the discharge of their duties, and show the deepest interest in the progress of the children under their care. The rooms and premises are kept exquisitely clean and neat, the pupils are bright and cheerful, and so far imbued with the spirit of politeness and good order as to render the work of an examiner very agreeable. They are all at present in receipt of the highest merit capitation grant. The Poor Law Union school is being efficiently worked.

Quality of instruction.

With regard to the ordinary schools I shall take up each subject of the programme in detail.

Reading.

Reading.—The teachers aim chiefly at accuracy. Suitable grouping of words, the pauses, and explanation of subject matter receive only subordinate consideration. The connection between reading and a full apprehension of what is read is vital, and it is a matter of regret that they are so often separated, and that the attention bestowed upon elucidation of the lessons is quite inadequate. Grammar may be forgotten, acquaintance with geography may wane, attainments in arithmetic may reach only so far as serves to conduct with accuracy transactions in shop and market, without a person constantly feeling that his education has been defective. But he never takes up a book or a newspaper without being painfully reminded of the narrow limits of his acquirements if he cannot understand what he reads. The literature of the day is full of matters of interest to the smallest farmer and the poorest labourer—matters dealing with the relations of class to class and man to man—and it is of the highest importance that the faculty of clearly perceiving the merits and discerning the issues of schemes and theories propounded be developed in youth. This can only be done by not allowing the pupil to pass away from a word or a collocation of words before he knows its precise import. It is also to be remembered that the vocabulary of the home often differs largely from the vocabulary of the school and of the press; hence the still greater necessity for the teacher bestowing the most assiduous care in imparting to his pupils a full comprehension of terms which are new to them, but which a reader constantly encounters. The children give the meanings of the words at the heads of the lessons quite readily in the phraseology of the book, but beyond this extremely little is done. When asked to explain another word or a phrase, such as 'a fruitless search,' 'a rugged descent,' 'found themselves exceedingly thirsty,' they hardly ever venture on a reply. They either do not understand, or, through want of practice, are unable to give expression to their ideas. I am afraid that their innate curiosity to know all about what they hear or read of is often dulled rather than whetted by the system of instruction which prevails. The changes and improvements which were recently effected in the Lesson Books will prove of little avail unless the teachers unite reading and explanation indissolubly together, and never allow a new lesson to be entered on, until the previous one is thoroughly understood.

Writing.

Writing.—The proficiency in this subject is in many of the schools

fairly satisfactory; in a considerable proportion the imitation of the copyline is very imperfect, and the books written throughout the year are not neatly kept. The hand most popular is round and slopes slightly to the right. It is one of the most pleasing styles and is very legible. Although the instances are rare in which I feel bound to report that the penmanship bears no evidence of effective supervision, still the cases which rise to excellence are extremely few. In some schools, particularly in those connected with the convents, the exercises of the fifth and sixth classes are executed with as much care as the copies of the lower classes, but this is the exception. Pupils in the senior division who will write a copy fairly well, too often indulge in mere scribble when set to do an exercise on paper in grammar or spelling. These pupils sometimes fail in arithmetic because they make their figures in so slovenly a manner that they do not recognise them and mistake them for others. I try to impress upon teachers that the evil consequences of negligence in this matter reach much farther than deterioration in penmanship, or an occasional failure in arithmetic. The faculty of imitation is blunted, and habits of carelessness and untidiness are engendered or fostered which children are likely to carry with them into the other duties of life. Of composition, which is joined with penmanship in the three highest classes, I cannot speak in terms of praise. The number of schools in which it is taught with system is very limited. Colloquialisms, imperfect sentences, misspelled words, faulty punctuation or no attempt at punctuation, appear, bearing unmistakable evidence of want of due attention on the part of the teacher, who is disposed to rely too much on the handwriting to secure a pass in the subject. Some progress is however being made. The pupils in nearly every case know the proper form in which a letter should be cast, and the diminishing frequency of such phrases as 'I take my pen in my hand' is a sure sign of improvement. I find from the specimens executed on the day of examination that almost every child has a relative—brother, sister, uncle, or cousin—in America, and that communications to and fro are of frequent occurrence. The ability of a son or daughter to write a neat letter is therefore much appreciated by the parents.

Spelling.—The junior classes usually acquit themselves with credit in this subject; the general proficiency of the seniors is mediocre. Spelling.

The method of conducting the dictation lesson is often unsatisfactory even in fairly efficient schools. The pupils write too slowly, they are sometimes freely permitted to see each other's work, the clauses are read too frequently, and the exercises are not corrected with sufficient care.

The first and second classes answer well in arithmetic. Failures begin for the most part to appear in the third class and occur frequently in the higher division. More time is devoted to this than to any other subject in the programme, and the pupils put forth their best efforts to solve all the questions set. The juniors usually approach the required standard in notation and numeration, but the others fall far short of it. All classes possess a useful acquaintance with the ordinary tables. The fourth class pupils often multiply when they should divide, and divide when they should multiply; and in subtraction they often invert the natural position of minuend and subtrahend. Failures in the fifth and sixth classes are frequently due to imperfect apprehension of the meaning of the questions, to wrong statement of exercises in proportion, and to doubt as to the proper position of the decimal point. Besides these, pupils in the second stage of fifth class are prone to solve problems by proportion which they are explicitly told to do by practice. Mental calculation should receive more attention. Every one appreciates the advantages Arithmetic.

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Mr. W. J. M'Clintock, District Inspector.
Cavan.

and practical utility of accuracy and expertness in making up small accounts. Pupils who can work difficult exercises in fractions and discount are not always beyond making absurd blunders when asked to solve such questions as—"What is the price of half a hundredweight of sugar at $2\frac{1}{2}d.$ per lb.?" or—"What is the price of a score of eggs at one shilling and sixpence per dozen?"

Grammar.

Grammar causes more disappointment to the teachers than any other subject. The acquaintance of the pupils with it is largely superficial, and failures are numerous. When holding the Results Examinations I have often to point out that the parts of speech should be taught to the third class in a certain order, and not as they occur in whatever portion of a lesson may be selected for the parsing exercise for the day, that fourth class pupils are expected to be acquainted with etymological before they take up syntactical parsing, and that the sentences for fifth class should be judiciously selected and properly graduated.

Geography.

Geography is one of the most interesting and attractive subjects in the programme, but in the hands of a careless teacher or of a senior pupil, to whom the superintendence of the map lesson is often left, it becomes extremely dull and monotonous—a mere repetition of names. The third class children usually point out with readiness the principal features of the Map of the World, and did the examiner go no further he might in all such cases leave off with the impression that the required standard had been almost attained. A few more questions, however, sometimes elicit the information that the Strait of Gibraltar is not wide enough to allow a boat to pass through, that the Mississippi is not as broad as the nearest stream, and that the Nile runs up-hill throughout its entire course. In the fourth class it is optional with the teacher to take up either the 'Map of Ireland' or the 'Map of the County.' The latter is not selected in this district, and that for two reasons—first, the map of the county supplied to the schools is quite too small, without colour, and unsuitable for class purposes; second, the course of instruction laid down in 'Map of Ireland' for fourth class serves as an introduction to the same map in the fifth class. The general proficiency in this subject is very moderate.

Agriculture.

The proficiency in Agriculture, though mediocre, is in my opinion steadily improving. It is doubtful whether some of the older teachers who were appointed before the subject became obligatory in rural schools have ever made themselves thoroughly conversant with the text-book. The pupils do not seem to care for it, and perhaps the parents set too low a value on the instruction given in the school, and do not therefore press their children to study it. A knowledge of its principles is however being gradually diffused, and when the pupils of to-day become farmers in the future they will reap some advantage from what they have learned, and may be led to make further inquiries in the same direction. I think the slow progress exhibited is due mainly to the teachers confining themselves too closely to the book. No subject in the programme admits of such ample illustration, but illustration is seldom, if ever, resorted to. A large part of this district is used as meadow and for grazing purposes, but pupils who can glibly repeat the long list of grasses given in the book, have no hesitation in saying that they never saw any specimens of them.

The portion which treats of cows, horses, sheep, and pigs, is better known than any other. These are more clearly differentiated by nature than the various kinds of grasses or turnips, and the pupils have opportunities at home for becoming acquainted with the habits and peculiarities of each.

Book-keeping is taught as an optional subject in some schools. The sets are nearly always fairly written out, but few pupils show an intelligent acquaintance with anything beyond the more elementary principles. The real difficulties begin in the third and fourth sets, and a thorough apprehension of the manner of opening and closing the different accounts is rarely exhibited. Scarcely any passes are obtained in the sixth class—the nature of transactions in which Bills Receivable, Bills Payable, and Acceptances are involved is not generally understood.

Book-keeping.

The instruction in Sewing and Knitting is very effective. In many cases the number of garments prepared by the girls for exhibition on the day of examination is in excess of the requirements of the programme. These are for the most part made up towards the close of the Results year—those made earlier have been taken home for use—and the pupils evidently pride themselves on finishing them as neatly as possible. The general attainments in Cutting-out are not so satisfactory. A set of patterns is now to be found in most schools, and I look for improvement. Darning is not so well done as it should be.

Needle-work.

In a large number of schools the sixth class girls receive instruction in the industrial scheme. The branches taken up are—

A^1.—Dressmaking (Plain); Underskirt-making.

A^2.—Fine Underclothing; Baby Clothes.

A^3.—Knitting and Crocheting of Jerseys, &c., and in one or two instances—

B^2.—Sprigging, &c.

B^7.—Artificial Flower-making.

Music and Drawing.

Music and Drawing are taught in a few schools. The instruction in the former is attended with very fair results. Some teachers take up Hullah's system, others the Tonic Sol-fa. The proficiency in Drawing does not stand so high, but at my last round of inspection I was pleased to find a decided improvement in some cases where the specimens submitted at my previous visit showed no evidence of taste on the part of the pupil or of skilful supervision on the part of the teacher.

The other extra subjects occasionally taught are—Algebra, Geometry and Mensuration, Physical Geography, advanced Dressmaking and the use of the Sewing-machine, Domestic Economy. Kindergarten is to be met with only in the three Convent schools. One teacher has a class in Latin and another has a class in Hygiene. One school has an apiary in connexion with it, and the teacher has commenced to give instruction in Bee-keeping.

I am, gentlemen,

Your obedient servant,

W. J. M'Clintock.

The Secretaries,
National Education,
Ireland

o

Appendix C

Reports on state of Schools.

Mr. A. J. CODRINGTON, District Inspector.

Roscommon, March, 1894.

Mr. A. J. Codrington, District Inspector.

Roscommon.

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners of National Education, the following General Report on the District of which I have been in charge since the 1st of March, 1892.

Character of district.

Of the schools under my inspection, more than two-thirds are situated in the County of Roscommon, and the remainder in the eastern parts of County Galway. With the exception of a small Church Education School in the town of Elphin, all the Primary Schools within the limits of this District are in connexion with the Commissioners of National Education.

The number of recognised schools in this district is 134. This number, however, is likely to be soon increased, as grants towards the erection of five new schools have already been made by the Commissioners. The schools in full operation may be classed as follows :—

Ordinary National Schools,	123
Convent Schools,	4
Monastery Schools,	2
Poor Law Union Schools,	4
Convent Industrial Schools,	1

School-houses.

The general character of the school-houses in this district has, I believe, greatly improved of recent years. Many unsuitable buildings have been replaced by erections which fully satisfy every educational requirement. Much, however, still remains to be done in the matter of school accommodation. The number of buildings wholly or partly defective is considerable ; cases of overcrowding of pupils are not infrequent ; and I regret to say that the cabin with thatched roof and clay floor, meagrely equipped, insufficiently lighted and ventilated, and without sanitary arrangements of any description whatever, is a type of school-house which is unfortunately not yet extinct.

Teachers.

Omitting the conductors of the Convent Schools, who are not classed, there are 167 Teachers in the District, graded as follows :—

Class,	I¹.	I².	II.	III.	Unclassed.
	3	14	63	87	2

The two unclassed teachers are employed, one in the Roscommon, and the other in the Glenamaddy Poor Law Union School.

The teachers, as a body, are exemplary in their conduct, and perform their duties in an efficient and conscientious manner. I have, however, to note that in some quarters there appears to be too great a tendency in preparing for the annual Examination to resort to mere "cram," with the result that instruction is imparted too mechanically, and with too little exercise of the reasoning powers of the pupils.

Training.

There are 55 trained teachers in this district, and there are two who are at this moment in training. The advantages of a course of training are in many respects considerable. It gives teachers opportunities of self-improvement which would not otherwise occur ; it increases their general culture, and it enlarges and modifies their views. There is no very marked superiority of the trained teachers over those who are untrained. Several of the best and most successful schools in this district are in the hands of teachers who have never been trained.

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On the other hand, two or three schools which might be in a state of higher efficiency are taught by teachers who were in training not very long ago.

Mr. A. J. Codrington, District Inspector.

Roscommon.

Convent schools.

In concluding my comments on the Teaching Staff in this District, I have to notice the Convent Schools, which are all under the direction of the Sisters of Mercy. These schools are of the greatest value to the localities in which they are situated. The work carried on in them is of a high educational standard; opportunities are afforded of instruction in useful branches which are not generally taught in ordinary schools; and the children are trained in an especial degree to habits of punctuality, of neatness, and of courteous behaviour.

Free education.

The system of Free Education has, no doubt, proved a considerable boon to many teachers who have thus been relieved from the necessity, which must frequently have been a disagreeable one, of exacting school fees from their pupils. At least, however, in this district, it has not had any perceptible effect in stimulating the pupils to more regular attendance. The obligation of payment would appear to have been a burden that was little felt. The fees that were charged were generally low; they were graduated according to the means of the parents; the poorest children were admitted free. On the other hand, the causes of the non-attendance of the pupils still remain. Poverty, scarcity of labourers, the indifference of parents, the unattractive character of many of the buildings in which instruction is given, are all influences which materially contribute to the absence of the children from school. I fear, moreover, that there is not enough to interest the pupils in the earliest stages of their education, and that consequently the school too often becomes associated with ideas of monotony and restraint. Where the Kindergarten system is efficiently carried on the school is always popular with the infants. In most ordinary schools, on the contrary, it is precisely the infants that are most irregular in their attendance.

Causes of non-attendance of pupils.

School Banks.

I am unable to report the establishment of any School Banks. The district is principally a rural one, and the possession of pocket money is not usual among children attending country schools. I hope, however, that before long banks may be started in connexion with some, at least, of the town schools which I visit.

Reading.

In dealing with the instruction given in the various branches of the Results Programme, I shall begin with Reading, which naturally comes first in order as being the most important subject in the school course. So far as regards fluency and ability on the part of the pupils to explain the meanings of the individual words they meet with, there is little to complain of. Expressive and intelligent reading is, however, rare. The children are generally allowed to fall into a habit of monotonous and mechanical reading in the junior classes. The teacher, moreover, is as a rule too readily satisfied if the power of recognising and pronouncing words as they occur in the reading lessons is acquired by his pupils.

Recitation of poetry.

Recitation of poetry, again, which might prove so valuable an auxiliary in promoting intelligent reading, does not receive the attention it deserves. The children, it is true, are taught to repeat a certain number of pieces more or less correctly, but they seldom do so with such a display of taste and sentiment as to show that they enter into the spirit of the author whom they are quoting.

Writing.

Writing is generally of a very fair standard. Where it is defective, the fault may sometimes be attributed to want of accommodation or to

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unsuitable desks, but more often it is due to insufficient supervision on the part of the teacher.

Composition.

Proficiency in elementary composition varies very considerably in different schools, and, indeed, constitutes a very accurate test of the value of the instruction given to the pupils.

Arithmetic

In Arithmetic the pupils generally display considerable ability in working out the sums given them at the Results Examination. Theory, however, is but little attended to. No questions are so often missed as those which involve the statement of particular rules. And in my visits to the schools it is very rarely that I have found the pupils systematically trained to explain in clear and precise language the various steps of the operations on which they may happen to be engaged.

Grammar.

Of all the subjects in the programme, Grammar is decidedly that which is taught with the least measure of success. It is by no means unusual to meet with children who have received several years' instruction in the subject, and who are yet unable to parse the simplest sentence. As a means of teaching children to speak and write correctly it is often of little value. As an intellectual exercise its value is still less. The children, I believe, as a rule, find the subject dull and uninteresting. This is not surprising. So long as it continues to be taught as a mere science of abstract definitions and formal rules, without reference to the language the children themselves use in speaking and writing, so long will it remain unattractive, and in a large measure unproductive of practical results.

Geography.

The requirements of the programme in Geography are fairly well satisfied. There is, however, too much of a tendency to teach children mere catalogues of names of places, together with their positions on the map. A short account of the various products, industries, and other characteristics of the principal countries would render the subject, not only more interesting, but also of greater educational value to the children.

Agriculture.

In schools where Agriculture is taught it universally holds an important place in the arrangements in the Time Table. The children, moreover, generally display fair proficiency in the subject. Though the instruction given may not appear to lead to very practical results, still I have no doubt that it tends to exercise a beneficial influence on the small occupier of land by giving him an insight into the general principles of scientific farming. Want of explanation is the great fault observable in the teaching of this part of the programme. The subject is learned far too much by rote. On several occasions I have had to report the use of Agricultural "catechisms" and tablets. Coloured picture-charts in illustration of the plants, animals, &c., mentioned in the "Introduction to Practical Farming," would, I think, be of great advantage to both pupils and teachers. It is a matter of regret that the rearing of rabbits and pigeons, which might form an important source of income to small farmers, is not included in the course.

School garden.

There is only one school garden in the district. Although it has been several years, I believe, in existence, it has not apparently done much to spread a taste for gardening in the locality in which it is situated. It would be a boon to Inspectors if the programme for this subject were more exactly defined. It might, perhaps, be divided into a three years' course, the first and second years being occupied with the cultivation of flowers and vegetables, and the third with the management of fruit trees in addition to the courses of the previous years.

Needlework is generally of a fair standard. Considerable difference of opinion has been caused by the new alternative scheme for Sixth Class. When it has been adopted, it has frequently excited great interest among the pupils, many of whom have prolonged their stay at school for the sake of acquiring greater proficiency in industrial occupation.

Roscommon.

The value of the alternative scheme is increased by the provision which has been made under it for the instruction of pupils in a course of Domestic Economy. In most schools, indeed, this subject has of necessity to be taught in a merely theoretical manner. It should, nevertheless, prove of material service in fitting children to discharge more efficiently the duties which are likely to fall to their lot in after life.

Needlework.

Alternative scheme Domestic Economy.

Kindergarten is carried on in three Convent Schools in this district. The diversity of occupation, the music, and the calisthenic exercises which form part of the course, are undoubtedly highly attractive to the children. It may, however, be questioned whether the instruction in geometrical definitions which accompanies the use of the various "gifts" is really adapted to the capacity of infants. Object lessons, moreover, by means of which much useful information might be imparted in an agreeable and interesting manner are too few and of too stereotyped a character. Drawing and manual exercises are valuable features of the system, and might with great advantage be introduced into the Infant Programme of all schools. They would not, I believe, impose any additional burden on the teachers, and the children would be occupied and amused.

Kindergarten.

Drawing and Manual Exercises suggested to form part of ordinary Infants Programme.

Music and Drawing are taught in the four Convent Schools, and have of late been introduced into Roscommon Male School.

Music and Drawing.

Book-keeping, Geometry and Mensuration, Algebra, and the use of the Sewing Machine in conjunction with Dressmaking, are the other subjects that are principally taught in addition to the ordinary Programme.

Other additional subjects.

It would not be proper for me to conclude this Report without mentioning the deep and constant interest taken by the managers in the efficiency of their schools, and in the material and moral welfare of the pupils. And I may be permitted to take this opportunity of thanking them collectively for the unvarying consideration and kindness I have received from them in the performance of my duties.

Managers.

I am, gentlemen,

Your obedient servant,

A. J. Codrington, District Inspector.

The Secretaries, Education Office.

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Mr. F. Eardley, District Inspector.

Dublin.

The district.

Gentlemen,—In accordance with your instructions I beg to furnish my General Report on District 30, comprising most of the City and County Dublin north of the Liffey, a few parishes in the County Meath containing eight schools, together with the locality in the city itself, south of the Liffey, whose population send their children to the West Dublin Model schools. With the latter exception the district is unchanged in area since it was last reported upon by my predecessor, Mr. Sullivan, who spared no pains to leave it in a satisfactory condition so far as judicious inspection could accomplish. While the area of the District with the last mentioned exception, had no change since last report was written, there was an increase of six to the roll of National schools in actual operation; these were *new* only in the latter sense, as they had been all established and maintained for purposes of instruction at least forty years before their conductors saw fit to apply for their inclusion, by submission to the rules of the Commissioners, in the general system of National Education.

These schools are :—(1). *Holmpatrick*, with an average of less than twenty pupils, a good school-house with residence for the teacher, who is trained and in second class, a handsome endowment from the Right Hon. Ion Trant Hamilton, who is landlord of the place. The school is going on well, and was once examined for Results fees, since received into connexion with the Board. (2). *Santry*, a very fair school-house, considering the attendance which is under twenty, with some parochial endowments, and a free residence for the teacher, who is trained and classed. School was once examined for Results, and is going on satisfactorily. (3). *Phibsboro' Boys.* This school is held in a house on the bank of the Royal Canal along which is the approach to the school room. It has been maintained for so many years as a place of public instruction. The school commands an attendance of nearly forty boys, thirty-two were examined at the first Results examination held last September, and did fairly well on the whole. Although so short a time in operation, the present is the third trained teacher who has been in charge of the school since its recognition by the Board. *St. Columba's M., F., Inft.*, the remaining three schools added, are in the city, bordering on the township of Clontarf, under the active management of the Rev. R. D. Bluett, B.D. On the occasion of my last visit, without notice, I found 185 children in the three departments, and this without detriment to the attendance in the other numerous public-aided schools in the locality. Each department was in charge of a trained teacher, and there was evidence of earnest endeavour for the improvement of the pupils. These schools have not been sufficiently long in connexion with the Board, to be examined for Results' fees.

School-houses.

The efforts of the Managers to remedy structural defects in the school-houses so as to render them comfortable, healthy, and attractive, have been very conspicuous in the interval to which this report refers. Thus at Ballymun, the Manager, the Very Rev. Canon Keon, P.P., expended a sum of £110 in constructing a porch to the school room, boarding the floor, wainscotting the walls, and improving the arrangements for securing proper light and ventilation; the same Manager spent over £100 in similar improvements at Fairview. At St. Margaret's, Rev. William Breen, Manager, spent nearly £80 in enlarging the school room

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and improving the floor, roof, and windows. At Skerries the Manager, Rev. J. K. Walshe, P.P., laid out over £30 in providing suitable closets, and at Balbriggan the Manager, Rev. P. Fee, Adm., boarded the floors of the boys' and infant schools, wainscotted the walls, and improved the arrangements for securing warmth, light, and ventilation, at an outlay of over £100. Active steps are in progress to secure suitable accommodation in the overcrowded schools of St. Laurence O'Toole's, Manor-street Convent, St. Francis Xavier's, Rush, and Gardiner-street Convent, while the necessity of providing additional accommodation is so much to the front in public opinion that the Archbishop of Dublin, Most Rev. Dr. Walsh, recently made it the subject of his public address in two of his parishes, not only appealing to the generosity of his hearers, but heading the subscription list himself, with £100 for each. It is unnecessary to add the appeal was successful in each case. The Archbishop supplemented his statement on the last occasion, 21st January, 1894, by announcing his intention of "giving a subscription of £100 in every case where there is need of a new school in any parish of this diocese." With such munificent help and encouragement, there is no longer any room for doubt that the old, unhealthy, as well as unsightly types of school-house will be soon swept away, and a newer class of structures complying with the usual sanitary requirements, and not unsightly, may take their place.

Attendance of pupils

It appears to be generally conceded that the character of the teacher, the attractiveness of the school-house, and the sympathy of the Manager, have much to do with the regularity of attendance of even the poorest children. For the latter class provision is made to supply them with food and clothes in most of the large Convent schools in the city, and as typical of the rest, I give an account supplied me by the Superioress of what is done in the Gardiner-street Convent National School. "This school is attended by a great number of very poor children. From 100 to 150 of them get breakfast before school every morning, consisting of a good piece of bread and a mug of tea; and three times a week a good many of the same children get relief after school in shape of bread, broth, vegetables, which they take home with them. Many also receive clothes, dresses, bibs, &c., most of which articles are made by the girls in the senior department during the work time. The money necessary to supply these wants is partly taken out of the capitation money, supplemented by the charity of many who help the Sisters by kindly sending provisions, clothing, and money for the purpose." Managers also, to make the schools attractive, provide annual excursions to the sea side, to the Park, or to interesting localities in the neighbourhood of the city, and in the winter have magic lantern entertainments and plays acted by the children themselves. However, none of these inducements to regularity of attendance, desirable as they are, and manifesting as they do the public interest in the subject, are so efficacious as good teaching. The abolition of school fees has undoubtedly increased the attendance of young children of the poorer class in the city schools, but has had little or no effect in the rural schools where the school fees were always trifling in amount, or in those schools attended by the children of the well-to-do classes. The extraordinarily fine summer of 1893 had the somewhat paradoxical effect of diminishing the attendance in a few localities, as for example in the neighbourhood of Donabate, from which in the season mushrooms are exported. The season was prolonged, and the mushroom gatherers—principally school-going children—were kept at home for the trifling sums they were able to earn, which only shows were there any remunerative employment available,

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School Banks.

the schools would suffer. At the abolition of the school fees in whole or in part in 1892 an opportunity was presented of inculcating habits of thrift by depositing the weekly sums thus saved in school banks in connexion with the Post Office, but up to the present the only schools in this district in which the expectation of the Commissioners was realized are the St. George's Male, Female, and Infant Schools, Portland-street, and in these three schools there are 110 depositors. The money is taken up weekly by a treasurer, and each depositor is furnished with a penny bank book —free of charge—containing the rules as framed by the Post Office authorities. The plan is working well, and it is much to be regretted it is not more generally followed.

As an instance of increased public interest taken in the schools, it may be in place here to refer to the sympathetic action of the Lord Mayor in 1893, extending the hospitality of the Mansion House to the children who, to the number of 1,100 were entertained—an event, I believe, quite unique in the city, and which is certain never to be forgotten by the young people who enjoyed themselves so thoroughly, and who were selected for the honour by their regularity of attendance.

Subjects of Instruction.

Music.

It is interesting to note that also during the year 1893, the first attempt was made in Dublin to have a singing competition for primary schools, while Cork led the way by a year. The competitions were held for girls on the 29th June, 1893, and for boys on the following day, and the funds to provide prizes were voted by the Dublin Corporation. Seven girls' schools competed and four boys', with the general result, those schools in which the Tonic Sol-fa system was taught did better than those which adhered to the fixed Do or Hullah system. The competition displayed an unusual excellence, and, indeed, an unexpected amount of proficiency, as one of the technical examiners remarked on the conclusion of the competition—"The schools could have taken more difficult tests." This examiner was Mr. J. Spencer Curwen, whose experience in this matter is, perhaps, unsurpassed. The limits to which I am confined by the terms of my instructions prevent me from dwelling further on this most interesting competition. Only 30 schools after all in this district have vocal music as a regular part of their course, and of these, 12 have adopted the fixed and 18 the movable Do-system. The superiority of the latter for schools appears to be demonstrated, while for the former it is urged there is advantage accruing when taking up instrumental music. However, in this district there are only three schools in which instrumental music enters into the course of instruction.

Drawing.

Drawing is taken up in 27 schools, and on the whole with very fair success; it might be more generally introduced with advantage, as first necessarily improving handwriting, and secondly as beneficial to those pupils who proceed to handicraft trades or even professions, as there are few in which an elementary knowledge will not be found an advantage.

Reading.

Reading.—The remarks so frequently made under this heading still apply, and these may be briefly summed up as want of power generally on the part of the scholars to express distinctly the notation of thought. It often struck me how much more distinctness of utterance must be insisted upon both in Scotland and England than here, as the scholars one occasionally meets with in Dublin who had been previously taught in either one or the other, read so much better than their fellows in our schools. It was once humorously suggested by a learned judge that our people were quicker of apprehension than their neighbours of the Sister Isles, required fewer and shorter words in order to be understood, and hence not only clipped these words when pronouncing into the

smallest dimensions but often altogether disregarded the smaller ones. This may or may not be exact, but the rapidity of utterance with which the reading is often delivered would tend to give some countenance to the theory. I fear, however, too little time is given to the practice of reading aloud uninterrupted by questions or attempts at explanation, but simply the practice of vocalization, and it is to this practice alone we must look for improvement in distinct utterance, for in answering questions orally, the children as a rule deliver their replies hurriedly and in incomplete sentences, the matter and not the form being most considered. In Infant schools, too, often the foundation of bad reading is laid by accepting a single word and not a phrase as the unit of thought. How often does one find in these schools the children pronouncing word after word with a certain air of confidence accompanied by a nodding of the head and a swaying of the body, and yet totally unaccompanied by any attempt at grouping those words as the sense requires. The explanation of the matter read or recited is often better than one might expect from the slovenliness of the style of doing so, and I have been sometimes surprised by the intelligence of the replies on the meaning of a piece of poetry which I had just heard almost muttered through.

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Writing.—This subject is taught very well on the whole; the copy books are carefully preserved, and even in some very large schools, it is not unfrequent to find the books for a whole year perfectly free from blots or scribbling, a result which could only be achieved by the most unremitting supervision. The schools are invariably furnished with an adequate supply of writing materials.

Writing.

Arithmetic.—As a rule there are more failures in this subject than in any of the others essential for a pass, and this in girls' schools arises from the insufficiency of time allowed for the subject, often only one half hour daily. More attention is given now than formerly to the arrangement of the work and to neatness of the figures, but I find Mental Arithmetic pretty generally neglected. The tables, too, of multiplication and pence are too imperfectly known in the junior classes, while in the second stage of Fifth Class, the exercise in decimals is often missed.

Arithmetic

Spelling is, on the whole, improving, and it is the exception to find many failures in the subject; success is so easily attained by moderate attention to transcribing and dictation that the want of it is a pretty sure sign of general neglect. It is not a little remarkable the most numerous mistakes occur in the simplest words, as a pupil who will spell correctly a pretty stiff passage in the Fifth Book, will yet blunder badly in his letter where he uses the ordinary words with which he is presumably best acquainted.

Spelling.

Grammar.—The general proficiency in grammar is one of mere mediocrity with a few cases of excellence, and I do not find much tendency to improvement. The instruction is not sufficiently practical, as is evidenced by the circumstances that a scholar will parse both poetry and prose correctly, and, yet in his composition exercise fall into the grossest mistakes, using the wrong cases of the pronoun, and employing the past tense for the perfect participle, and *vice versa*.

Grammar.

Geography.—In this subject there is some improvement, but not considerable. The text-book is too much divorced from the map; in the third and fourth classes when the scholars have begun to realize what a map is, they should be encouraged to assist themselves as much as possible by consulting their atlases, now so cheap, in connection with the work in hand for the day. And, I think, in these classes, no map

Geography.

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lesson should be given by the teacher without the text-book in his hands, and to trace as it were mechanically on the map the places referred to, and in the order prescribed. This may appear old-fashioned, and may be stigmatized as "cram," but it will be found effectual in making a lasting impression on the youthful mind.

Agriculture.

Agriculture is taught in the male schools with moderate success. The language in the text-book is overloaded with technical terms which the children do not understand, and it is for the most part a mere uninteresting rote lesson, so far as the teaching of the subject is concerned.

Needlework.

Needlework is not so well taught in the city portion of my district as I have been accustomed to see it done in the country. On inquiry I found the articles for wear which the children can make in the schools are purchasable in the shops at a cheaper rate than the cost of the materials, and are besides more taking to the eye; that unless under great pressure the teachers can hardly induce the children to bring the materials for their (the pupils) full occupation for the time insisted upon in accordance with Rule 9; in fact the city children are so dainty and so tasty they do not like to appear in frocks or dresses they themselves make. Instruction in the sewing machine and cutting-out is given in eleven schools with commendable success.

Book keeping.

Book-keeping is taught in twenty schools, and, for the most part, is taught well; it is not confined to the boys' schools, but is, in fact, taught better in the girls' school, in which the girls who are preparing to go to business show an aptitude and carefulness not exhibited in the former.

Algebra, &c.

Algebra and *Geometry* do not receive much attention in this district, as the boys for the most part leave school at too tender an age for their successful study. The former is taught in fifteen schools, and the latter in nine only.

Kindergarten.

Kindergarten instruction is spreading, and already in nineteen schools is the subject taught successfully. Under its influence, coupled with the abolition of school fees, I expect an increased development of the infant school system, with its almost certain result, the closer approximation of school standard to age of pupils.

Cookery.

Cookery is taught in six schools in the district, and there is no lesson, I am assured, which is more eagerly looked forward to, or in which more intelligent interest is taken. No difficulty is experienced in furnishing the materials, and some of the young cooks were anxious to hurry home to let their fathers partake of the results of their exertions.

Latin, &c.

Latin is taught in two schools, *French* in four, and *Physical Geography* in three, in each case with moderate success.

Teachers.

The *teachers* in this district are an earnest and skilful body of instructors, and the present system of pensions and training allows of the replacement of those who get worn out in the service by younger members, without harshness or unpleasant friction.

I remain, gentlemen, your obedient servant,

F. Eardley,

District Inspector.

Mr. L. O'Reilly, District Inspector.

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Ballinasloe, 28th Feb., 1894.

Mr. L. O'Reilly, District Inspector.

Ballinasloe.

Gentlemen,—Since the report submitted four years ago to the Commissioners by my predecessor, Mr. Barrett, no alteration has taken place in the extent of this district. It occupies about one-third of the eastern side of the County Galway, and about one-sixth of the southern portion of the County Roscommon. It covers almost six hundred square miles, and extends in rectangular form along the right bank of the River Shannon from Lough Rea on the north to Lough Derg on the south. It embraces, in addition, a small area of about ten square miles on the left bank of the river, situated in the County of Westmeath, and comprising the schools of Athlone and three small rural schools adjacent to that town.

Physical character of district.

The district, as a whole, does not appear to be one of rich agricultural resources. There are extensive tracts of moorland and occasional patches of rich tillage, but the soil generally seems light in texture and of very limited productiveness. The character of the holdings is the only feature which bears an educational significance. There is a small number of unusually extensive farms. These have been worked with a heavy outlay of capital, and present the appearance of fertility. The majority of the tenements, however, are so small and poor that the farmer depends exclusively for the cultivation of his land upon the assistance of his growing family. Unusually extensive farming, like large tracts of uninhabited country, increases the area of inspection duties, and materially adds to the cost of inspection in the shape of mileage and outpost expenses. It involves also the fatigue of longer journeys, and causes a serious loss of time spent in travelling which might be profitably employed in school inspection or office work. The prevalence of small holdings tends to lessen the efficiency of the schools, and the value of the teacher's labours. During the spring and autumn the grown children cannot attend to receive instruction. The time and energy of the teacher are utilized only in behalf of the pupils of tender years who are as yet unfit for work.

Number and distribution of schools.

This district includes in all one hundred and forty schools. Ninety-four are in the County Galway, thirty-eight in the County Roscommon, and eight in the Co. Westmeath. Included in this total are six Convent schools, three Industrial, two Monastery, five Poor Law Union, and two Evening schools.

School buildings.

The district is supplied with a very satisfactory proportion of excellent school buildings. With only two exceptions the town schools afford ample space for the usual attendance. They are kept in good repair, and have been built on plans conducive both to the health and comfort of the children. The ten houses vested in the Commissioners are roomy comfortable buildings, well lighted and well ventilated. There are in the district, perhaps, forty others which can compare favourably as regards accommodation and appearance with those vested in the Commissioners. Amongst these might be mentioned Mount Bellew, Derroober, Killeen, Kylemore, Gortanumera, Mount Welcome, Gurteen, Bullaun, and the schools at Woodlawn and Liscune. Of the sixty-six remaining country schools, thirty-one may be classed (under the heading of repairs and accommodation) as middling, twenty as indifferent, and fifteen as bad. Schools of the two latter classes, however,

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are steadily diminishing in number. A grant has recently been made for the erection of a new schoolhouse at Aughrim, and the building is at present progressing. An excellent schoolhouse has also been provided at Clonfert to replace the temporary wooden structure in which school has been carried on for the last few years. Applications for aid towards building have been made by the managers of the Creagh, Ballyforan, Tisrara, and Kilconnell schools. I have been assured also by their respective Managers that either new buildings or a complete renovation of the present structures will be shortly taken in hands in the case of the school-houses at Clonkeen-Kerril, Ahascragh, Brideswell, Famore, and Taughmaconnell.

Sanitary state.

The sanitary conditions affecting the school-life of the children are on the whole satisfactory. Due provision for ventilation is made in most school-houses, and the prevalence of bog in all parts of the district, ensures a constant and convenient source of fuel during the winter season.

Town schools.

The schools in the four larger towns, Athlone, Ballinasloe, Loughrea, and Portumna, number in all twenty-four. They include four Convent schools, three Industrial schools, six Poor Law Union schools, six boys' schools, one girls' school not a Convent school, and five mixed schools. Only two of these schools can be characterized as bad. The general efficiency of the others is very satisfactory. As a rule, the pupils attend well; their classification is high, and their proficiency fairly creditable.

Village schools

There are twenty-five schools situated in the smaller towns and larger villages. The attendance at these schools is mainly drawn from the immediate neighbourhood, but partially also from the rural population of the adjacent country. The attendance consequently fluctuates during the year more than in the town, but less than in the rural schools. The classification and proficiency of the pupils are, however, of a very fair standard.

Purely rural schools.

Unsatisfactory details of method or discipline, or imperfect instruction in one or other subject of the programme, may call for the Inspector's interference in these two classes of schools, but their efficiency generally is satisfactory, and leaves little ground for serious complaint. Whatever advancement is to be made in the general condition of the district, lies in the direction of the rural schools. The indifferent teaching to be found in a considerable number of the latter, and the bad attendance which affects them all, are the two gravest obstacles to any progress in their general efficiency.

Teachers.

In regard to the teaching power of the staff, the ninety-one rural schools of this district may be classified as follows:—

27,	Good.
35,	Middling.
19,	Indifferent.
10,	Bad.

The number of mediocre or indifferent teachers preponderates. It must be stated however, that almost without exception the teachers attend conscientiously and punctually to their school work, and that the inefficiency of their teaching arises entirely from want of method. Many of them moreover, are beyond the age of energetic work. These were appointed in other times without due preparation for their position, and have never been able to develop from their own resources a profitable or interesting system of instruction. The younger teachers may be improved to some extent by experience, and by strict supervision. Within my knowledge many of them have made decided progress in the working of their schools. For the older men there is no remedy till it comes in the shape of retirement from the service of the Board.

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Under these circumstances the future of the rural schools lies almost entirely in the hands of the Managers. Very little good can be effected in a school where a bad teacher has been appointed. Zealous management, and rigorous inspection may render competent men attentive to their duty; they cannot convey the power of enforcing discipline or the gift of imparting knowledge. A judicious importation of teachers, as vacancies occur, from some of the better districts, would be the surest step towards the permanent improvement of this class of schools. The appointment of local teachers trained in schools of an indifferent character, will only perpetuate the present rather unsatisfactory state of education in the country parts. There is no reason, however, to anticipate that such unsuitable appointments are likely to occur. On the contrary, the vast importance of selecting thoroughly suitable candidates seems fully impressed upon the minds of the present Managers.

Improvement whence to be expected.

Eleven teachers have received appointments in this district, either during my charge or within a few months before my arrival; two of these appointments were made to new schools, two to schools reopened, and seven in succession to teachers who had either died or retired on pension. Seven of these eleven teachers have been trained; with two exceptions, they are in the prime of life. They are all competent and industrious, and have already effected a material improvement in the classification and proficiency of their schools. In one school, for example, a yearly average of 97 has been attained, where the usual average under the older teachers was 66. Nor has this increase in any way affected the attendance at neighbouring schools; it has been drawn exclusively from pupils of the school-going age in the district in which the school is situate, all circumstances remaining the same except the change of teacher.

Irregularity of attendance.

Even the most efficient and industrious teachers, however, have very grave difficulties to contend with in all parts of this district in regard to attendance. The following list, showing the attendance for the highest and the lowest quarter of the Results Year in twelve schools will give some idea of this grievous obstacle to efficient teaching:—

No.	Highest Average.	Lowest Average.	No.	Highest Average.	Lowest Average.
1,	50·5	23·6	7,	53	26
2,	53	32	8,	112	65
3,	76	34	9,	103	58
4,	98	55	10,	69	31
5,	71	43	11,	74	42
6,	38	22	12,	47	24

Any one versed in the working life of the schoolroom can form an opinion of the effect such irregular attendance produces on the literary efficiency of the school. The absentees invariably belong to the higher classes, and are consequently those most in need of the time and attention of the teacher. The average sixth class boy, in order to attain a thorough acquaintance with the matter of his programme, requires constant attendance at school during the entire twelve months. In sixth class in this district the usual number of attendances made by the pupil is never more than slightly over half of the total possible. These attendances, moreover, are made in a manner which renders them as

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slightly efficacious as possible. The pupils come to school during the winter and the summer months, they are employed on their little holdings in the spring and autumn. What they have learned one quarter is forgotten the next, and the teacher has ever before him the disheartening and weary task of going back on ground already plodded over. When some well-to-do children have been able to attend during the busy months matters become still more perplexing. When the lands have been tilled, or the harvest gathered, and the poorer pupils return again to school, the teacher must either resume their forgotten studies with the latter to the detriment of those who have been able to attend during their absence, or pursue his work with the constant attenders at the point of the programme they have reached to the detriment of the late absentees.

Possible remedies.

However regrettable the fact, in most parts of this district bad attendance is unavoidable in the spring and autumn seasons. To no material extent can it be remedied by the efforts, even of the most zealous Managers. In a few parts, however, teachers have informed me that the habit of staying from school at certain periods of the year is a tradition rather than a necessity with a considerable number of the pupils. The names of several children were read for me from the rolls who had no occasion to work, and did not work, but still absented themselves from school for weeks at the busy seasons of the year, because it was the customary thing to do so. In cases of this sort an active Manager can do much good. I believe, however, that in the few places where this practice occurs the blame is principally to be brought home to the teacher. When a school is well taught it is popular and well attended. Children appreciate the value of good instruction, and the parents take pride in their children's improvement, and will make sacrifices even to allow them attend at school.

Abolition of school fees.

The attendance made at school by the pupils of this district during the last twelve months has been slightly more satisfactory than in previous years. This increase is mainly attributable, I believe, to the long continuance of fine weather during the twelve months. I do not think, and none of the intelligent teachers whom I consulted on the subject seemed to think that it was in any way due to the abolition of school fees. The attendance of the poorer children could not be affected by this grant, as Managers had always allowed them to attend school free of charge. The payment of fees by those who could afford it, in no cases, I am told, prevented them from coming to school, on the contrary, setting a higher value on their education for having to pay for it, their attendance at school should be more frequent and more regular.

School Banks.

No effort to introduce the school bank system has hitherto been made in this district, and there appears no inclination, so far as I can judge, to introduce it. The majority of the pupils are too poor to justify any hopes for its success in this district.

Reading.

This is a subject in which great room still exists for improvement. In many schools indistinctness and inaccuracy, arising from rapid reading, are very prevalent, and in some of the smaller and badly attended country schools inability on the part of the pupils, even in the higher classes, to name the longer and more unusual words is occasionally to be met with. An intelligent explanation of the text is rarely given by the pupils. This sub-head receives little attention, but not, I believe, through negligence on the part of the teachers. In the senior classes no more than one half hour per day can be devoted to reading. The mechanical part of the subject, especially if the class is large and the attendance irregular, is as much as can be got through within that space of time.

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Mr. L. O'Reilly, District Inspector, Ballinasloe.

In the infant class this subject should receive more attention. In Scotland and England a much heavier course than that of our Board is prescribed for this class. The smaller amount of matter required in our schools should be mastered better and in a shorter time. In country districts where the children leave school at an early age, any unnecessary delay in the infant class tends to lower the classification, and thus greatly to diminish the general utility of the school.

Writing.

Writing is taught, as a rule, with moderate success. In the infant and first classes this subject does not appear to receive due attention. In the second, third, and fourth classes the ordinary head-line copies are, on the whole, accurately and neatly executed. In the higher classes two defects manifest themselves in many schools: first, the children are taught in a negligent manner the forms to be observed in letter-writing; secondly, when the pupils lay aside the ordinary double-ruled head-line copies to practice dictation, parsing, and other exercises in the ordinary copy book, a neglect of writing proper sets in; in the hurry of doing home exercises regularity of form is overlooked; and instead of improving, their style of handwriting usually deteriorates. It is only in a few schools that sufficient supervision of the writing is made to check this tendency.

Arithmetic.

In the majority of the schools the pupils receive an intelligent and careful preparation in Arithmetic. In a few, especially in girls' schools, this subject is a failure in the Senior Division.

Dictation.

In reference to Dictation I may say that, as a rule, the pupils receive sufficient practice to attain a satisfactory standard of proficiency. Such lax methods, however, of correcting the exercises in this subject are adopted by many teachers as would prepare one for the mediocre proficiency to be found in it on the day of examination. Often this exercise is not marked at all. More frequently the misspelt words are underlined, but no further action appears to be taken by the teacher, not even the ordinary one of making the child copy out the misspelt words a given number of times.

Grammar and Geography.

The answering in Grammar and Geography is still unsatisfactory. Some improvement has been effected in Geography during the past two years, but little has been made in Grammar. In examining the written exercises in Grammar, I have frequently to complain of the injudicious selections of parsing exercises made by a certain number of teachers. The most successful teachers compile a separate set of graduated cards for each of the higher classes. These are sufficiently numerous to provide each boy with a different exercise every day he has written work in Grammar. They are always at hand, easily distributed, and they contain such matter only as bears directly on each child's programme. Accompanied by a judicious amount of oral explanation, they prove a successful method of preparation for examination. One reprehensible, but not uncommon practice, is to select a sentence in a hurry, almost at random, and give it to all the class. Each word is parsed as it occurs; pupils in Sixth Class will write out in full articles, prepositions, conjunctions, &c., at which a Third Class pupil would not stumble, or nouns, pronouns, and verbs, whose syntactical relations in the sentence would prove easy exercise for a child in the first stage of Fifth Class.

Agriculture.

The text-book in Agriculture is so difficult that the children's attainments in this subject are not generally as satisfactory as the importance of the subject demands. Owing to the high fee allotted to this subject, the teachers are always willing to devote to it both time and attention; still the number of schools in which it is successfully taught is very limited.

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In the Convents and other town schools extra subjects are extensively introduced and taught generally with success. In regard to vocal music, the Tonic Sol-fa system has been adopted in only two schools. In all the others which take up this subject, Hullah's method is followed. I have specially to commend the excellence attained in this branch by two of the Convents. In one I listened lately to a long selection from "The Creation," executed from memory, and with the musical precision, if not the vocal powers, of professional singers, by the ordinary pupils of the Convent.

Extra subjects.

Instrumental Music is also widely adopted. In this branch the attainments of the pupils of the Convent schools are generally beyond the requirements of the programme. French and Cookery are taught in two Convents, and Sewing Machine in all. Drawing is taught in five schools, three being Convent and two ordinary town schools. The general proficiency of the pupils in this subject is only mediocre.

The circumstances of the ordinary rural schools are not favourable to the introduction of extra subjects. In about half-a-dozen boys' schools Euclid and Algebra, and in about the same number of girls' schools Sewing Machine and Domestic Economy have been undertaken. As a rule the instruction imparted in these branches was fairly satisfactory.

I am, gentlemen,

Your obedient servant,

L. O'REILLY

The Secretaries, Education Office, Dublin.

Mr. James M'Alister, District Inspector.

Gort.

Mr. JAMES M'ALISTER, A.B., District Inspector.

Gort, February, 1894.

GENTLEMEN,—In compliance with your instructions, I beg to submit the following General Report on the District, of which I have been in charge since March, 1892.

The district.

The District, of which Gort is the official centre, comprises the northern half of county Clare, the barony of Kiltartan, and portions of the baronies of Leitrim, Loughrea, and Dunkellin in South Galway. It is purely agricultural, as the towns and villages within its limits depend entirely on the surrounding country, and are not in any instance the centre of an independent manufacture. I may qualify this estimate of the social condition by adding that on the coast of Clare the inhabitants rely to some extent upon the herring and mackerel fisheries, and that in Lisdoonvarna, Lahinch, and Killaloe, the invalid, the tourist, and the sportsman, form an uncertain source of income to the residents.

Physical characteristics.

Owing to the chains of hills, which traverse the district in all directions, there is little of the country under tillage; but, with the exception of the barony of Burren, most of it is well suited for the rearing and fattening of cattle. Grazing on a large scale is, however, exceptional, and most of the land is divided into small holdings.

Inhabitants.

The people are poor, and as a rule dependent on their children for assistance in herding, in the planting and digging of potatoes, and such other farm work as even the minimum amount of tillage will necessitate

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The desire for education is nevertheless ardent, and in few cases, so far as I can ascertain, are there children who do not attend school during at least a portion of the year.

School fees have never formed an important portion of the income of the teachers, and any attempt to enforce the payment was most unusual. The abolition, therefore, has not had any appreciable effect in increasing the attendance.

School fees.

Where it is permissible under the Act of 1892 to charge a fee in excess of the grant, it has been found often more judicious to waive the right, and even where such renunciation of their legal claims has not been formally announced, the teachers are not insisting on the payment.

School banks.

As their present income accrues from varying grants from different sources, the teachers, as a body, appear uncertain of their precise financial position, and to this uncertainty I attribute in part the general reluctance to introduce the system of school-banking lately promulgated. Without exception the managers, with whom I have had an opportunity of discussing the matter, express their approval; but no actual step to set the scheme in motion has, as yet, been taken.

Effect of epidemics.

In the years 1892 and 1893 repeated outbreaks of influenza during the winter months, in which the children under ordinary circumstances attend with tolerable regularity, seriously affected the general work, and more recently it was necessary to close school after school owing to an epidemic of measles.

School-houses.

For children coming too often from badly built and unsanitary homes the time spent in a properly constructed and well furnished school is in itself a process of education. It must therefore ever be an important consideration, that the school-houses should be well built, in a sanitary condition, and suitably furnished. The schools vested in the Commissioners do as a rule satisfy these conditions; those vested in Trustees or non-vested, may do so originally; but in the course of a few years their state is sometimes far from satisfactory. The Trustees, of whom the manager is usually one, regard the conjoint responsibility as resting upon him alone. Anxious to do what he can, he is frequently obliged through want of funds to limit his expenditure to the effecting of such repairs as are absolutely necessary to render the house weather-proof. Any additional furniture that may be needed, is either not procured, or procured at the expense of the teacher.

Classification of schools.

In March, 1892, there were 126 schools in operation. At present, owing to the transference of 3 schools from another district, the completion of 2 for which grants were given, and the recognition of a temporary school, there are 132:—

121	Ordinary National Schools.
5	Convent National Schools.
6	Poor Law Union Schools.

Of these 13 cannot be considered as otherwise than in a bad condition. In the case of Derrybrien, a new school is in process of erection. I have reported on applications for grants to build vested houses in Tomgraney and Ballinruan. In the remaining cases difficulties, local and legal, have arisen in procuring suitable sites, and I should be reluctant to attribute the delay to any carelessness on the part of the managers.

Discipline and drill.

In addition to the influence which an airy and well furnished interior will exert, the discipline and orderly movements characteristic of the ideal school are essential to the proper training of children. It is in this, that the schools under the charge of the Sisters of Mercy present such a striking contrast to the Ordinary National School. There are, I am glad to say,

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several of the latter in this district, in which due attention is paid to this important particular; but I fear in the majority it is regarded as of very secondary consequence.

As the ordinary routine is impossible on the day of examination for Results, and as, owing to the great extent of the district under my charge, I have much less time available for incidental visiting than I would wish, my criticism of this and similar points in school organization is based on a limited number of instances.

Punishments.

In the necessary punishment of the pupils, the teachers exercise a caution almost excessive, and certainly a restraint not always found in schools of a higher social description.

In a district in which the children spend most of their time before and after school in out-door work, athletic or calisthenic training is of minor importance, and the various forms of drill, so useful in city schools, are not a hygienic necessity.

Teachers.

The classification of the teachers is not below the average in the other western districts, and a substantial advance has been effected since the last general report was written in 1884.

	I¹.	I².	II.	III.	Total.
1884, ...	4	10	50	94	158
1893, ...	8	10	65	65	148

An untrained teacher is now rarely appointed, and only, as a rule, on the understanding that, as soon as circumstances admit, a course of training shall be undergone.

It has been argued, that under the present system the years spent by a student in training are devoted rather to a study of the subjects, proficiency in which will secure him a higher class at the end of his term, than employed in acquiring a knowledge of the most approved methods of practical teaching, and that the extension of the apprenticeship served by a monitor under a skilful teacher would produce a better result.

Effects of training.

Speaking from my own experience, however, I have no hesitation in saying that with few exceptions the best taught and best organized schools in this district are those in charge of trained teachers. It can hardly be denied, that apart from the technical knowledge acquired, the time spent in the society of other teachers assembled from every part of the country must prove of immeasurable service in removing personal prejudice and local narrowness—a service often urged in support of the residence exacted in the older universities.

Monitors.

In 1884 there were, I find, 122 monitors employed in this district; there are now 62. The practical restriction of monitors to schools of which the teachers are in first or second class has been the principal cause of this decrease, and in the main the limitation is a wise one. The monitors are in general well prepared in their special programme, and not infrequently, where the principal is a trained and skilful teacher, I find that the monitor, by imitation merely, has acquired some facility in the art of teaching; but in many cases it does not appear to occur to one or the other to apply in their actual work the rules contained in the Manual on Method.

In this district the senior classes do not form a large or important portion of an average school, and in few cases are pupils presented in an extra or optional subject.

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As the defects in the mode of imparting instruction which I have noticed do not differ materially from those which have been noted and discussed from year to year, I do not propose to treat them in elaboration or detail.

The various stages in the art of reading, as prescribed for the different classes, receive due attention, and a failure in this subject is unusual. In the junior classes the children as a rule appear to understand the meaning and the force of the words and phrases in their lessons, but an adequate knowledge of the subject matter in the senior classes is exceptional. Intelligent recitation of a piece of verse is a most useful exercise, and when suitable passages, ballad or narrative, are selected, a most excellent result is attained.

Reading.

Penmanship.

In those classes in which penmanship merely is required the standard in this district is not below that attained in such other parts of Ireland as I have had the opportunity of visiting. The method by which this satisfactory result is accomplished is not indeed always apparent, as I seldom notice any attempt to insist on the advantages of sitting in a certain position, or holding the pen in a certain fashion.

In the ordinary course a child proceeds from merely mechanical imitation of a headline to transcription from printed matter to writing from dictation, and in the higher classes to original composition. Spelling and grammar may in consequence be regarded as subsidiary to the acquisition of some facility in 'writing a short letter on a simple subject.' That this end is not to be attained without persistent practice is obvious, and failures in writing in the senior classes, due to ignorance or insufficient knowledge of the various forms in which letters should be written and addressed, are, in my experience, to be attributed to a careless revision of the exercises, written during the year, rather than to any inherent difficulty in the subject.

Arithmetic.

Of the knowledge necessary to ensure a pass in arithmetic there is a clear conception, and though in some cases the process may be somewhat antiquated, the result is in general satisfactory. The utility of mental arithmetic, and I do not use the term in its narrower sense of "a body of rules for the rapid working without the aid of writing of problems involving chiefly the ordinary weights and measures, and division of money," but in its wider signification, as a process by which mental calculation of any kind may be performed without the use of any mechanical help, is not generally recognised.

Spelling.

An educational expert has said, "It is by reading we all learn to spell," and in my experience it is from the Readers that spelling is taught, regardless of the rules contained in the special treatise on the subject. Occasionally in the senior classes there is an attempt to fix the correct orthography in the minds of the pupils by a reference to the derivation.

Grammar.

In grammar, as a distinct subject, apart from its connection with correctness of languages, oral and written, I cannot report the attainment of a high standard. The importance of the programme prescribed for Fourth Class is not understood, and cases occur in which pupils will analyse and parse a difficult passage syntactically, yet commit glaring blunders in accidence.

Geography.

I have already referred to spelling and grammar as secondary in a curriculum which defines writing as essential. Geography must be regarded as an independent subject. The course prescribed for Sixth Class is undoubtedly extensive, and failures are numerous. It has been suggested that the geography of the United States should form portion of the programme, and as an alternative for a knowledge of the British

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colonies such an alteration might be advisable. It is not until a pupil reaches the highest class that any regular instruction in the elements of mathematical and physical geography is imparted, and even then such instruction is not compulsory. As a consequence of this the younger children often display a total ignorance of the shape and motions of the earth, and it is not unusual to be told that the earth is flat, or that the sun moves round it in the course of twenty-four hours. That a globe is a necessary piece of school furniture, and that explanation of the form and movements of the earth should coincide with teaching from a map, ought to be more generally recognised.

Agriculture.

In this district there is a farm in connection with Tubber Male School, and a garden is attached to Loughcutra. I have not noticed that the answering in the theory of agriculture was appreciably improved by these advantages; but from inquiries that I made I am inclined to believe that the practical instruction afforded has had a beneficial influence in the neighbourhood. In the greater part of the district there is, as I have already said, little of the land under tillage, and rearing and breeding of cattle is hardly feasible on a farm of such size as could be attached to an ordinary school.

Book-keeping.

Book-keeping is seldom taught, and not as a rule with success.

Other Extras.

Selected pupils are occasionally presented in algebra, geometry, physical geography, and domestic economy.

Vocal music.

In the Convent schools and in a few of the larger ordinary schools, the children receive instruction in singing and drawing. Until last year the staff notation was universal, but the Tonic Sol-Fa system has been introduced into the Convent schools at Gort and Kinvarra, with a satisfactory result.

Drawing.

Few of the teachers are possessed of a certificate in drawing, and in some cases the possession does not imply ability to teach. When the hand and eye have received special training in the Kindergarten system, the acquisition of some facility in free-hand drawing, should not be difficult.

Where the life of a girl after her education is finished, is likely to be purely domestic, the years spent in school must in part be utilized to fit her for such a career. Cooking and sewing are quite as important as reading and writing. In a district where the women perform a considerable portion of the out-door work, the necessity of industrial education may not appear so obvious, but as their home training is under such circumstances even less effective, some instruction in these feminine duties cannot be regarded as unimportant.

The rule, by which every girl in the second and higher classes is compelled to spend an hour daily at needlework, has, it is acknowledged by all, been of great service, and in this District there is no reason why a girl should leave school unable to sew, knit, cut-out and make the ordinary articles of male and female underclothing.

Alternative scheme.

In the majority of the female schools, the alternative scheme is now in operation. A great impetus was given to its introduction by the promptitude with which the nuns in charge of the various convents adopted it, and by the energetic and successful manner in which they complied with its requirements.

Various reasons for exemption were at first adduced, and in some cases recognised as valid, without sufficient consideration. The difficulty of obtaining material is, if often magnified, sometimes genuine, but one that may be removed by the influence of manager and teacher. The industrial branches usually selected are dressmaking and knitting, for ordinary schools the most practical and useful.

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Gort.

Special Industrial Department.

School accounts.

To the Gort Convent an apartment is attached, in which weaving, embroidery, scientific dressmaking, and some minor industries are in operation. Past and present pupils are employed, and no difficulty is experienced in disposing of the work in the open market, the best and final proof of its excellence and finish.

As a rule on the day of examination for results, the time available for a scrutiny of the school accounts is limited. I occasionally find omissions and various minor irregularities, but rarely an error to deserve official censure. From such incidental and unexpected visits, as I have had time to make, I am of opinion that systematic falsification is rare, though I am often obliged to insist on a stricter observance of the practical rules which requires that an incomplete attendance should be cancelled. In three cases only during the past two years was an offence committed, necessitating the infliction of a fine.

I do not consider it the duty of an inspector to be ever suggesting improvements. I must, however, say that such suggestions as I may offer, are invariably received as proceeding from a desire to help, not from an anxiety to find fault.

The duties of the teachers in this district are onerous. Want of success is due to incapacity, ill-health, irregular attendance, seldom, I am of opinion, to laziness or neglect.

The managers are, with a few exceptions, the Roman Catholic clergymen in whose parishes the schools are situated. They almost invariably display a warm and intelligent interest in the work, and were it not for their exertions in enforcing attendance, some of the schools would cease to exist, and in others the efficiency would be impaired by a diminution of the staff. Of the lay managers I am unable to express in all cases similar admiration; but the manager of the Loughcutra Schools, Lord Gough, takes a commendable interest, not merely in his own schools, but in the education of his tenantry at large.

I am, gentlemen, your obedient servant,

JAMES M'ALISTER, District Inspector.

Mr. W. NICHOLLS, District Inspector.

Mr. W. Nicholls, District Inspector.

Templemore,
March, 1894.

Templemore.

District.

GENTLEMEN,—In your letter of the 5th December last, you informed me that I was selected to furnish a general report on the state of National Education in my District (43), and you indicated certain topics to which my observations were to be restricted. To these I shall now advert.

My experience as an Inspector under your Board dates from June, 1867, but my knowledge of this district, of which Templemore is the official centre, commenced only with the 1st of March, 1892. I have therefore twice examined the schools in it for the purpose of measuring the annual results fees payable to the teachers. The district now contains 127 schools, not reckoning the Industrial schools separately from the Convent schools to which they are attached. The Convent schools are five in number; *three* under the Sisters of Mercy, and *two* under Nuns of the Presentation Order. These are generally efficient, the Thurles school deserving special commendation. There are only two Workhouse (or Poor Law Union) National schools, one in Thurles,

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the other in Urlingford. These happily contain very few pupils and call for no special notice, unless the girls' department in Thurles Workhouse. The children in this school are better developed in intelligence (for their years) than any I have ever found in a workhouse school—except perhaps the boys in Tulla workhouse in Clare, examined by me in the years 1870 to 1875.

Number of children examined.

The number of pupils examined for Results in the year 1891-2, was 7,903; in 1892-3, 7,476; and in 1893-4, 8,090.* The falling off in the second of these years was caused by epidemics, generally of influenza. The increase in two years was therefore only 187; a little over 2 per cent. (*exactly*, 2·36).

Effect of remission of school pence.

In estimating the significance of this increase, it must be borne in mind that it has taken place in a county whose population has been for years steadily decreasing. To those however who were of opinion that the exaction of school fees was effective in keeping many children from school, and who therefore hoped much from their abolition, the smallness of the increase in attendance will be disappointing. Expectations have doubtless been founded on the lowness of the *average* school fee, and the large percentage of children on rolls who failed to make the qualifying number of days in the year (100). For example, taking the statistics of one month†—not specially selected—I find that of 1,073 on rolls, only 778 were qualified by attendance for examination! This leaves a residue of 295 unqualified, or about 27½ per cent. This unexamined remnant ought to have been much diminished by the abolition of fees, if the cost of education to the parents were a very important factor in interfering with school attendance. But the relief has been unequal. Those who paid well, and were well able to pay, are free. The class whom the change least affects is that of those who previously paid little or nothing; and they were, and will likely remain, irregular in attendance. For these there is only one cure, unfortunately of a two-fold nature—compulsory attendance and better circumstances. The problem is therefore not a simple one.

Moreover, the increased attendance can be largely, if not fully accounted for, by causes other than the abolition of school fees. Of these, the most prominent are the compulsory or enforced retirement of old or inefficient teachers (as at Killadooly, Johnstown Girls', &c.), and the advent of an energetic manager (as at Rathdowney). Most of the teachers with whom I have conversed on the subject have declared that the remission of the school-pence has had practically no effect on the attendance. A few have ventured to think (or to say they think) that the attendance has suffered in *regularity* by the change, and quote the well-worn aphorism, "What is got for nothing is not valued." Possibly we may be inclined to think this *protesting too much*.

School-building.

In the schoolhouses there is a slow, but sporadic improvement, effected in some parishes by an energetic manager, as in Moycarkey and Kilcommon, in other cases by the pressure of the department, when a schoolhouse has been, through years of neglect on the part of managers or trustees, allowed to fall into a state approaching ruin.

Playgrounds and out-offices.

A very large number of schools are unprovided with playgrounds or out-offices. In many cases these may be considered unnecessary; and unless the out-offices are well constructed and frequently purified, they are a real source of danger from a sanitary point of view. But the ordinary excuse for not supplying them is want of funds.

* In estimating the total number of pupils examined, I have, for the purpose of comparison, excluded the small school, Fertagh, as it was not in connection with the Board in 1891-2.

† August, 1893.

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Ventilation and warmth.

The means of ventilation are frequently not used because they produce a draught, but much more generally because the value of pure air is not understood. Often I find a school very warm at the fireplace end, while the children are hardly able to hold their pens at the other end of the room. In winter, the atmosphere of the schoolrooms is often below 50° Fahrenheit. Teachers should be specially instructed on the subjects of ventilation and warmth.

Efficiency of Teachers.

In efficiency I think some progress is being made. The better incomes teachers now have, render the retention of their schools a more vital object, and exercise a beneficial influence on the reserve of energy and cheerfulness the teachers have to draw on.

Teachers' classification low.

There still remains, however, cause for much dissatisfaction. The teachers are of low classification, as the following return will show :—

—	Trained.	Not Trained.	Totals.
Males, Class I., . . .	5	3	8
„ „ II., . . .	20	16	36
„ „ III., . .	6	40	46
Totals, . .	31	59	90
Females, Class I., . .	3	6	9
„ „ II., . .	8	12	20
„ „ III., . .	2	38	40
Totals, . .	13	56	69

From this it appears that of 159 teachers, 86 are in the third class, while only 17 have attained to either grade of first class. I do not believe that this represents or is anything like an adequate measure of the extremely limited attainments of the majority. Private reading, as far as I can ascertain, is not the practice, but rather the exception. Where there is no progress there must be retrogression—stagnation meaning, not fixity of condition, but decomposition. It is rational therefore to suppose that in a large number of instances the individual intellectual attainments reached their high water-mark at the date of the examination by which the present classification was won, and that they have been ebbing since. The plain truth is, that while in some cases the effort to pass the third class examination was supreme, in the greater number, mental laziness, apathy, want of energy and ambition, are the hall-marks of the laggards in third class. There are exceptions, arising from exceptional causes, local, private, personal, or domestic; but as a rule the third class teacher is an inferior teacher.

Efficiency rises with classification.

In a general report on Gort district, written many years ago, I gave statistics showing that the results fees earned per child, and consequently the amount of effective work, rose with the classification of the teacher. In order to illustrate this view I have compiled the following table for this district. The schools are simply classed into *good*, *middling*, and *bad*, and this rough classification was made on a list of schools in which there was no indication of the teacher's class

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Comparison of work done with status of teacher.

attainments or training. The Convent schools obviously do not come within the scope of this inquiry, and are accordingly omitted; so also are the two Workhouse schools.

I.—Schools under Trained Teachers.

—	Good.	Middling.	Bad.	Totals.
1st Class, . . .	8	—	—	8
2nd Class, . . .	10	8	5	23
3rd Class, . . .	2	1	2	5
Totals, . .	20	9	7	36

II.—Schools under Teachers *not* Trained.

—	Good.	Middling.	Bad.	Totals.
1st Class, . . .	8	1	—	9
2nd Class, . . .	12	5	4	21
3rd Class, . . .	17	25	12	54
Totals, .	37	31	16	84

Deduction from table.

From these figures the following instructive conclusions are gathered :—

(1.) Five-ninths of the schools under trained teachers are "good."

(2.) A smaller proportion, namely, four-ninths of those under untrained teachers, come under the same category.

(3.) All the schools in the hands of teachers of the first class, except one, reach a like standard.

(4.) Exactly half of the second class teachers' schools attain a similar position.

(5.) Of those under third class teachers, only 19 out of 59—less than one-third—can be accorded the same place in the scale of efficiency.

(6.) In connection with conclusions (1) and (2) it should be noted that the classification, and it may therefore be presumed the attainments, of the trained teachers stand higher than in the case of the untrained.

(7.) Class for class, the untrained teachers have as good schools as the trained teachers, with the slight exception noted in (3).

Disadvantage of having third class teachers. A suggestion.

A practical disadvantage arises from a third class teacher's being in charge of a school with an average attendance between 40 and 70. He must work without help. The average is too low for payment of an assistant, and no monitor will be recognised under a third class teacher. The school is consequently undermanned, and a promising pupil may be excluded from the first step in the ladder—a monitorship. A reform of this evil might be approached by fixing a date after which third class

teachers would not be recognised as principals of large schools (to be defined by average, which could be gradually lowered). *Appendix C.*

Reports on State of Schools.

Turn we now to the subjects of elementary instruction specified in the school programme.

Mr. W. Nicholls, District Inspector. Templemore.

Reading comes first in order and in importance, and in conjunction with this, *intelligent comprehension* of the sense. In reading I do not exact a high standard. To attempt to change the manner of a people's speech—the accent, as it is commonly called—is to my mind an aim as undesirable as it is unattainable. Distinct, intelligent, and even attractive reading is quite compatible with a "brogue." Nor do I expect much of the nature of "Elocution." The most pleasing elocution is the unaffected result of complete and interested appreciation of the subject and of the language in which it is couched. Something of this kind ought to be found in the Sixth Class, and, perhaps, in the second stage of the Fifth. But experience shows that this is practically a high standard, and that the examiner must be content with correctness and some little evidence that what is read is at least understood.

Reading—standard adopted.

The work of explanation is generally done perfunctorily and unskilfully. The teacher often in this department betrays the neglect of private reading by meagreness of language and the utter absence of illustrative power. He gives the meaning of a word where he should explain and paraphrase a sentence, and is too easily contented with an answer, *e.g.*, I have frequently asked a class in whose lesson the expression occurred, "Have you ever heard the 'human voice.'" Rarely a child says "Yes"; but, if so, the master is satisfied. I am not, and on pursuing the matter I find that what the child had in his mind was, perhaps, the song of a blackbird. The pictorial illustrations are not made use of, so that a child cannot point out in the engraving that he has had before him fifty times a "dome," the "pyramids," or a "sledge."

Explanation generally unskilful.

In *Writing* the prevalent defects are very old ones—want of supervision (and this applies to the desk work generally), no instruction as to the use of the guide lines, and bad ways of holding the pen.

Writing and letter-writing.

Letter-writing is, I fear, not *regularly* practised. I find great difficulty in inducing due attention to the proper forms. Ridiculous and unpractical subjects are given. The letters very often remain uncorrected, so that the girl who signs herself "respectably yours" in January will do the same to the year's end.

Unpractical subjects.

Arithmetic is better taught than most subjects, but mental arithmetic is neglected.

Arithmetic.

Grammar is the weakest subject. The fee for it is small, and less time is allotted to it. Much carelessness is revealed on an examination of the daily written exercises; and sometimes ignorance. The parsing, like the letters, frequently remains uncorrected—or if corrected, the correction is not studied—and now and then I light upon a "correction" that needs correcting. Another fault is that no pains are taken to select suitable exercises. The tenses are badly learnt and often omitted in parsing. In hurried or indistinct oral work many an ignorance is slurred over and concealed which the written exercises glaringly reveal. So I find a Fifth Class boy (second stage) describing the definite article as "particularly rising" a noun; in another exercise I discover a new tense, the "blue perfect," and so on.

Grammar. Teachers sometimes deficient.

In speech, bad English is not generally checked, and I have heard teachers themselves speak of "them boys." The use of *shall* and *will* Not applied.

Appendix C.
Reports on State of Schools.
Mr. W. Nicholls, District Inspector.
Templemore.

is still a mystery. I have more than once received a letter announcing that "this school *shall* be closed *on* to-morrow"; and been asked, "*Will* I send word to the manager?"

Geography.

Geography is not taught with sufficient reference to the maps. The definitions of latitude and longitude and the boundaries of the zones are committed to memory, but there is no practical application, no testing of the intelligence. Many a boy in Fifth Class has told me he lives in the Torrid Zone, or that if he were in Africa he could *see* the Equator.

Agriculture.

Agriculture is an uninteresting subject to most boys, and the text-book does not radiate any brightness upon it. The schools that score well in this subject are in a minority.

Book-keeping.

Book-keeping is seldom a success. Bad penmanship and want of neatness combine, with ignorance of first principles, to secure a large proportion of failures.

Needle-work now improved.

Plain Needlework I have successfully endeavoured to improve by careful marking and by the use of coloured thread to examine with—the best teachers adopting the same plan in the daily work.

The alternative scheme, why not adopted.

The *Industrial Programme* has not found much favour in this district. The cost of materials, the absence of *express* obligation to do home (written) exercises, the practical inutility of the ornamental work in the absence of a market, and the absence of arithmetic, *as a specific requirement*, are the causes that chiefly militate against the success of the "Alternative Scheme." In some cases also the teachers are not skilled in the branches thus introduced. Yet, in a few schools, notably Borrisoleigh Convent, the Industrial Programme has been adopted with success. The greatest number of "0's," however, are in the column headed "Reading and Domestic Economy," the girls generally answering little on this subject. It ought to be inserted in the Teachers' Programme—at least, no fees should be allowed unless the teacher has passed an examination in the usual text-books.

Cookery class.

Here suitably, deserved notice may be taken of the cookery class in Ballingarry Convent. There is excellent apparatus, and I can testify to the good cooking. While not discouraging pies and pastry, I have endeavoured to direct the attention of the class to humbler matters which are constantly neglected and foolishly despised—such as boiling potatoes, eggs, vegetables, salt fish, using up cold meat, and the like. Boiling salted ling in buttermilk was a new idea to the conductors of the class—so also the boiling of green vegetables in hot water previously salted and without a cover; and the late M. Soyer's receipt for making tea.

Vocal music. Hullah system a failure.

Vocal Music is, I regret to say, not taught in any but the Convent schools. In these, the children sing some pleasing songs in two parts. That they have learnt their songs by ear is proved by their inability to sing a melody involving intervals of no difficulty to Tonic Solfa pupils in the Third Step. Either from prejudice or fear of venturing on a system strange to them, the teachers are unwilling to give the Tonic Solfa system a trial. Yet, my experience is that without a piano or harmonium to play the tune on, printed music is of no use, even to Sixth class pupils taught only on the Hullah system. The prescribed exercises on Thirds, on Fourths, and so on, no matter how correctly prepared, become purely mechanical repetitions, and fail to further the pupils' advance towards the great practical end, singing at sight. If anyone doubts this, let him test according to the staff notation programme, a class most carefully drilled therein. Then on the scale of C natural

written on a blackboard, let him point out an easy exercise, corresponding to the Third Step (Tonic Solfa), without any other complication whatever—even of Time. The exercise will rarely be executed correctly, if at all.

Drawing.—Does he *teach* geography who sets so many lines of a text book to be learnt by heart and subsequently "hears them"? When a child is given paper, pencil, India rubber, and a print to copy, is that a drawing lesson? I have never yet seen a class lesson in drawing, illustrated on the blackboard, showing where to begin, how to proceed, what kind of lines to avoid and what to aim at. In ornaments, the curves are finally evolved out of a crowd of trial lines, with pencil held tight and short, and more often than not most inartistically pointed, these lines obliterated, drawn again with a small continuation, rubbed out and drawn again, and so on, till the painful journey's end is reached on paper roughened and attenuated by the incessant attrition of the rubber that knows no rest. Every pupil has to make his own experience, and if an artist is the result, it is in spite of difficulties over which he has had little or no extraneous help.

Drawing not skilfully taught.

School Savings Banks.

The scheme for School Savings' Banks has not been received cordially, Any pence saved by the remission of the school fees are used by the needy—a large proportion of the population here; and the well-to-do would not condescend to avail themselves of the plan.

Inspector's aim and work.

The Inspector is too often looked upon as a professional fault-finder. He is the school doctor. Duty and the interests of the children demand the pointing out of weaknesses and errors in instruction and organization. But he does not the less appreciate the healthy working of a well-ordered school. He has seen many examples of the personality of the teacher stamping on a school an individuality of its own. Hence he finds here apathy, there energy; in one school, industrious dulness, in another the spasmodic and irregular working of ill-directed and impulsive intelligence.

Summary.

From this standpoint, and in this sense only, I wish any depreciatory remarks I have made to be taken. I have in my weekly reports to the Commissioners frequently expressed my pleasure at the excellent answering, the good order and discipline, the tidiness and cleanliness, and the official correctness of accounts and observance of rules in a large number of the National schools in this district; and I desire distinctly to record this fact here.

Managers seldom present at examination.

I regret, however, that the Managers do not more frequently come to the examinations, of which they get due notice. Their presence would encourage the industrious and stimulate the idle; and the personal knowledge they would thus acquire of the work and attainments of pupils could be afterwards utilised in a most valuable direction.

I have the honour to remain, gentlemen,

Your obedient servant,

W. Nicholls, District Inspector.

To the Secretaries,

National Education Office,

Dublin.

Appendix C.

Reports on State of Schools.

Mr. James F. Hogan, District Inspector.

Ennis.

Mr. James F. Hogan, District Inspector.

Ennis, 26th February, 1894.

Gentlemen,—I have the honour to furnish a General Report on the Ennis District, of which I have been in charge for the last two years.

The district.

The District occupies the south-western portion of Clare, and is bounded on the east, south, and west by the Fergus, the estuary of the Shannon, and the Atlantic Ocean, respectively. The only notable elevation is Mount Callan, nearly 1,300 feet high, otherwise the country is undulating and contains no uninhabited areas. Its geological formation is the millstone grit, except a small portion of limestone in the immediate vicinity of Ennis. In this locality lead and antimony mines were in operation twenty-five or thirty years ago, and the ruined works are still to be seen at Kilbricken, Ballyhickey, and Ballyvergon. The first has given its name to the peculiar ore, Kilbrickenite.

It is said coal is to be found round the base of Mount Callan. At Knockerra, near Kilrush, are quarries whence flags are exported to the large cities. At Clarecastle extensive timber works give employment to the inhabitants, and are the mainstay of that town. Fishing and pilotage support those living on the sea-coast and along the Shannon estuary, and kelp-burning is carried on extensively. Over the rest of the District agriculture is the sole employment.

The area of the District is 543 square miles; its greatest length from north-east to south-west 50 miles, the official centre, Ennis, being situated in the north-east corner, with only twenty-seven schools under ten miles distance. The south-western half is the more densely peopled portion of the county, containing a population of 70,941, or 128 to the square mile. As Clare is unique amongst Irish counties in having eight per cent. of its area under water the population is really denser, perhaps 130 or 140 to the square mile. Thus this district is well to the front in point of density of population, and as there are no large towns—Ennis is the largest, with 5,460—it will be seen that few agricultural areas of the same size contain so many inhabitants.

School-going population.

Taking the usual factor to ascertain the school-going population, about 12,000 will be found to be the number; 13,868 were on rolls on the last day of the results year in 127 schools examined in 1893. Some few pupils may appear twice in this number, but in general it may be concluded that all children of school-going age are on the rolls. Schools are so evenly distributed over the District that comparatively few children reside at a greater distance than two miles from some National School. With the exception of Christian Brothers' Schools at Ennis and Kilrush, returning 700 boys, all the primary education is imparted in National Schools—there is only one small hedge school.

Attendance.

To come now to attendance:—for the same period 10,020 had attended on 100 days or upwards, leaving nearly 4,000 who may be safely classed as irregular attenders. This high percentage, 72, may be attributed to the unusually long dry summer and very mild autumn—in the last week of October honeysuckle was in blossom. Boisterous weather and epidemics came on in November and December and affected the last quarter's returns. The younger children suffered most from measles, the grown pupils were generally able to keep on attending. On the whole, 1893 was a far more favourable year than 1892, and there was a consequent increase in numbers for examination.

Schools.

The District comprises 127 schools, three Convent Schools and three Poor Law Union Schools deducted, leave 121 ordinary National Schools,

of which 48 are mixed, and 36 double schools. Kilrush has a boys' school, the Convent taking the girls. The classification of 121 principal teachers and 68 assistants is as follows :—

Class.	Principals.	Assistants.
I^1, ...	16	—
I^2, ...	21	2
II, ...	55	25
III, ...	29	41
Total, . .	121	68

Of these 189 teachers 93 have been trained. There are in addition 123 monitors, and 13 workmistresses. These last are very useful in small mixed schools—four schools are still badly in want of them, but the average does not reach the required figure.

The classification tabulated above shows a creditable state of affairs, and compares favourably with other districts. Nearly all new appointments are made from trained candidates, ranking at least 2^2. Teachers ranking 3^2 are not much taken, and it is gradually becoming the rule that only trained teachers are accepted. This is only as it should be.

School buildings.

I cannot speak so favourably of the state of building and repair. About 70 can be classed as good under the various headings. Five are vested in the Commissioners, and many of the others are recently erected vested schools. Proper provision is made for ventilation and heating, and in the hands of careful teachers, who appreciate these conveniencies, these schools can be counted upon as being well kept. Between thirty and forty are bad under the same headings, thirty-two have no out-offices or playgrounds, ventilation was not provided for in these buildings, many of which were not originally intended for schools, and light is deficient. Thus all the hygienic conditions indispensable to the modern idea of a school are non-existent. In spite of these drawbacks, very satisfactory work is done in some of them by dint of system and order. The Managers of these schools do not profess to be satisfied by any means with the condition of the buildings, and are gradually replacing them by new vested houses. It is all very well to build one school; when a Manager has to face four, five and six cases, he has to proceed circumspectly, take up one at a time, and not get himself into financial difficulties. Hitherto there have been great obstacles in the way of obtaining sites, at present, even apart from the new Education Act, these are vanishing, and sites can be procured in most cases without compulsion. There are other impediments however peculiar to this district—building stone, lime and sand are not to be got on the spot, all must be carted many miles and paid for. All over this millstone grit formation, the stone is of a very inferior description, either for building or road mending, and limestone and sand are not found in it; gravel for making concrete is not to be had except where the water is salt or brackish. Thus the major portion of the local aid must take the form of subscriptions, and these require time and sustained effort to collect. Within the last few years very commodious and well equipped premises have been completed at Ballyea, Cranny, Moveen, Burrane, Dysart, and Cross, replacing the old style of thatched house. At Lacken, Kilmaley, Quin, Tarmon, Island View, Gortglass, Scattery Island, and Carradotia, new vested buildings are

Obstacles to building.

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Ennis.

projected, and will come into operation in due course. Six or seven more are on the eve of becoming building cases. Enlargements have been completed or are projected at Kilbaha, Cloonadrum, Scropul, Lisacasey, Effernan, Mullough, and Querrin. There are two small areas rather far from existing schools, particularly for young children. Managers have mentioned their intention of applying for grants in these cases. There still remain about twenty inferior buildings, but there is every prospect that these will in time be improved. Thus it will be seen that Managers are not indifferent.

General proficiency.

Of the general proficiency of the schools in the district creditable useful work is done in about three-fourths of them. The essential branches are well taught, and the pupils make very fair progress from year to year. Any defects noticeable are common to all primary schools, the principal of which are failure, partial or total, on the part of teacher to reach the intelligence of the pupils, and the mere rote knowledge of some branches such as grammar, geography, and agriculture. Commendable efforts, however, are being made in many instances, and as it is found that by getting the pupils to use their thinking faculties they can help themselves in their school work, teachers are relieved from some of the drudgery of imparting a rote knowledge of naked facts. The sub-heads of reading, which do not carry a special fee, give most scope for this mental development. Apart from the intrinsic difficulty, sufficient importance is not attached to such branches in the teachers' studies for promotion and classification where the curriculum is largely mathematical. Very little credit is given for literature and history—only 100 out of 900 and 500 marks—so that the teachers naturally devote all their energies to the mathematical and other subjects for the remaining 800 and 400 marks. An additional drawback in remote districts is the want of suitable books for teachers who have completed their studies. Lending libraries are not in existence, and books are too expensive to buy. To maintain the interest in literary work the Training Colleges might arrange to lend their ex-students suitable books, at a rate sufficient to cover cost of carriage. At present there is neither encouragement nor facility for general reading, most of all in remote country places.

Another cause of rote knowledge in the subjects I have named is the use of text books by the pupils without adequate amplification; much better work would be done if the teacher used his own store of knowledge, and imparted it orally to the pupils without the intervention of such manuals, except for purposes of reference.

Good points in the schools

Satisfactory features in these schools are—sufficient requisites, neatness of school and pupils, distinct correct utterance, good discipline, silence, habits of obedience and order, which with others summed up, have an improving influence on the character of the pupils. A mass of undigested knowledge is useless, but the habits acquired at a good school, and the mental training, are not without influence for good on the thousands of children attending schools in Ireland. The effects of education are very gradual, but deep-seated and certain, affecting generations rather than individuals. The present system of primary education has not been at work for much more than a generation or two, so the good effects of it are only just beginning to be felt. The parents of children now attending school were very differently circumstanced in their youthful days. While the population has gone down a million since 1861, 200,000 more children are on rolls in 1891, with 2,700 more schools; £285,000 was the amount of the Parliamentary Grant in 1861, while that of 1891 was £866,000. Not alone this, but the efficiency and abilities of the teachers are very much improved, the old style of Third class untrained

teacher is being gradually replaced by highly classed trained candidates of far superior status. The Results system, also, whatever its shortcomings may be, has been the means of introducing more systematic teaching with more careful examination. Children are anxious to get examined and gain promotion, and thus are interested in being regular attenders. It is gratifying, moreover, to see that managers take pride in securing the best teachers available, passing over the claims of local candidates with inferior qualifications.

School Banks.

As far as I can learn no move has been made yet towards school savings-banks. School fees were abolished barely eighteen months ago. A large number of schools in this district are at liberty to charge some small fee, but all are practically free, as no attempt is made to make any charge. The attendance and numbers for examination were higher in general in 1893 than in 1892; but I can scarcely go so far as to say that this increase arose from the abolition of school fees. The long period of dry weather from March to November was the principal cause. Another advantage which will accrue in time from the abolition of school fees is, that a better class of teacher can be got for remote poor regions. In such places school fees were low and difficult to collect, at present all are on the same footing, and a teacher can count on the same emoluments in a poor as in a rich district.

Some observations on the various items in the programme may be of interest.

Reading.

Reading, as far as reading pure and simple is concerned, calls for no unfavourable comment. When the pupils read distinctly and correctly, and recite poetry in an intelligible manner, a good deal is accomplished. Indeed, the absence of these characteristics in this branch is evidence of great remissness. I have already specified the deficiencies commonly found under the head of intelligence, with a sketch of the causes of these deficiencies. Real, sound work is not to be expected until subject matter is made a distinct branch, replacing, either wholly or partially, grammar, geography, or agriculture, and until teachers in their student days get more literary, as distinguished from mathematical training, than they do now. The new editions of the Reading Books are conducive to better work in this direction, particularly the Fifth Book, where there is much less matter to prepare. Failures are exceptional in reading, and mostly arise from physical and mental defects on the part of the pupil.

Writing and Dictation.

Writing and Dictation may be taken together as branches which require care and system more than intellectual work. Good writing is often to be got in First class, but in Second there seems to be a tendency to keep to too elementary a style. This leaves a great deal to be done in Third class where several new subjects come in, and it is more advantageous to get this branch almost completed in Second. The writing in Fourth and higher classes is fair in general, and in the good schools superior work is to be got. The great point is personal supervision by the teacher, and when this is done all goes well. Letter-writing is not at all bad; the bane of this subject is the use of books giving specimen letters which pupils learn off by heart. Still looking back to the crude attempts of some years ago when the subject was first introduced to Fifth class, great progress has been made. Like everything else, systematic practice is the secret of success, and unless this is done spasmodic efforts at the end of the year are worthless. Unskilful teachers put off beginning these branches until several months of the year have elapsed, and then get discouraged by the inferior style of work done when only a third or a quarter of the results period remains.

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Arithmetic is necessarily well taught; it carries a high fee, and there are good text books without number which the pupils can use with advantage. Every possible form of question can be got on cards and in books, and last, but not least, arithmetic and mathematics generally are the best scoring subjects for classification and promotion; a candidate well prepared in these branches can afford to take up the others in a very desultory manner, just so far as will get a bare pass.

Arithmetic.

Grammar.

Grammar requires more intellectual treatment than most subjects, and on that account inferior work is often got, particularly where parsing is the test. Even where the text book is well known the knowledge so acquired is not applied, and while pupils can quote a rule in syntax they cannot utilize it. Another cause of inferior parsing seems to me to be the exercise called simple parsing, naming each part of speech as they go along; this becomes a purely mechanical exercise after a short time, and pupils fail to connect the subject verb and object in a sentence when they get to syntactical parsing. If the leading principles showing the structure of sentences were properly explained, and each pupil habituated to find the salient points of each clause, failure would be much rarer. Inability to understand what a passage means is another obstacle—subject matter not being well taught; this difficulty is commonly to the fore. Grammar, being on the Programme, cannot be passed over, but pupils would not suffer in their education if it were considerably curtailed or done away with in some classes. Roots and derivations are often known, but are of very little assistance to the pupils as an aid to either spelling or meaning, when neither teacher nor pupil knows anything about the language the words are derived from.

Geography.

Geography, as far as mechanical knowledge of text books and maps goes, is fair in general. It is often a mere matter of memory, and the pupils forget it as soon as they leave school. Geography is a subject that could be made interesting with suitable treatises in the hands of teachers only, the tendency with country children is to learn off by heart. In the highest classes there is failure in gaining a useful practical knowledge of the real meaning of latitude, longitude, zones, and so on; there is a large amount of matter learned by rote, but it is not understood—their knowledge would not help the pupils in finding out a place from the index of an atlas. Although some favour blank maps, I am more in favour of picture maps and raised maps to get the pupils to form ideas of the different characteristics, physical and otherwise, of various countries, rather than the dry details of statistics and of the position of places. Like grammar, a great deal of geography in its present form might be curtailed or done away with without much loss to the pupils. I have recently furnished, through the Head Inspector, a memorandum embodying a scheme to do away with a large amount of the grammar and geography now required, replacing them by explanation and poetry, without diminishing the amount of Results fees that can be gained for each pupil.

Agriculture.

Agriculture is a disappointing branch, and I fail to see how any good can be done in this very important subject without practical instruction. There is only one Agricultural school for practical work in the district. Teachers pay a fair share of attention to agriculture, but still the pupils' knowledge is purely theoretical and not capable of being applied to any practical purpose. This is a branch on which teachers are poorly prepared to impart instruction; very little carries them through C and B papers, and it can be relinquished altogether for A^1 and A^2. If agriculture is to be efficiently taught, teachers will have to receive instruction in the elements of Geology, particularly with regard to Ireland, and in elementary Chemistry, with lecture experiments in the latter. Even this would

only pave the way for practical instruction, and to carry this out numerous school farms and gardens would be required, about one in each barony. The limits of this report preclude me from going farther with suggestions in this direction. The amount expended in Results' fees for this branch in its present form would be far better devoted to fees for discipline, order, neatness, and so on—to reward teachers who pay attention to these important matters and stimulate those who are remiss.

Ennis.

Needlework is successfully taught in general, and neatly finished work is presented. The show of specimen garments is satisfactory, and the pupils in the high classes are taught cutting out. The industrial scheme has been very generally relinquished after a short trial. Parents considered they could teach their girls all they wanted in that respect at home, while at school they get literary instruction which is not obtainable at home. Teachers, too, find it irksome to take up branches in which they are not expert, for up to some years ago female teachers could get classed and promoted with a very slight test in needlework and allied branches. The supply of materials is another standing difficulty. At Ennis Convent excellent work is done in Mountmellick embroidery, and several young women earn money by the sale of pinafores, dresses, and soforth, finished by them. Here, as well as in Kilkee and Kilrush, industrial teachers receive salaries and keep these industries alive.

Needlework.

Alternative scheme.

Other extras.

Of remaining branches very few are taken up; there is very little time for them when all the ordinary subjects have to be attended to. Drawing is taught in twelve schools—only a few teachers have certificates. It is to be regretted such a useful branch is not more generally attempted now that the fee is so much increased. Music is still more sparingly attempted.

Algebra and Geometry are taken up by some of the highly classed teachers with a fair measure of success. Physical geography, in the few cases in which it is attempted, is indifferently taught; passages are learned by heart without amplification or intelligence. Only two teachers have certificates for Irish. Kindergarten is practised in the three Convent schools and in Miltown Infants' school. The various exercises are well carried out, but the accommodation is capable of improvement.

Towns under Irish Education Act.

Ennis and Kilrush are affected by the Irish Education Act. In the former a committee has been constituted and has held its first meeting. Once the financial difficulties are got over there is every prospect of good work being done. In Kilrush no definite steps have been taken so far.

Conclusion.

To sum up, education may be taken to be in a satisfactory condition in the district, and in most schools progress may be noted from year to year. Managers are sensible of the advantage of securing good teachers and monitors, and from the list I have given of buildings and enlargements they are fully alive to the need of good accommodation. The teachers, as a body, are steady and self-respecting—only one very trifling complaint arose out of the General Election of 1892, and this was not substantiated. Otherwise they get on well with their Managers and with their pupils' parents. I find no cases of irregularities in accounts beyond omissions, and occasionally a pupil incorrectly marked present through disorder at roll-call. In some cases the supply of requisites is not kept up, but by getting a regular supply every quarter, on receipt of salaries, this will, I hope, be remedied. Both managers and teachers evince readiness to carry out any suggestions offered by me in matters connected with the improvement of their schools, the advancement of their pupils, and the selection of monitors.

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Ennis.

Amount of Inspection work.

There is a good deal of steady work for an Inspector in this district from one end of the year to the other; 9,691 were examined for Results in 1893, and in nearly every school about one-third were in the fourth and higher classes, and the sixth class is often large. The schools are very near each other, so that incidental visits can be accomplished conveniently; only seventeen schools got no surprise visits during the past year. It is only fair to remark that cases in which irregularities were discovered were few and far between. At these incidental visits there is more opportunity of becoming acquainted with the ordinary working of the schools and more time to offer suggestions than at Results Inspections, when a certain amount of work has to be got through. Distant centres, like Kilkee and Kilrush, can be reached by train, so that long drives are a thing of the past—no small gain where roads are so bad. There are five available outposts within easy distance of very many of the schools. Taking everything into account, there is very little spare time, and the Irish Education Act, while it introduces new details, will eventually increase the numbers for examination.

I have to acknowledge the cordial co-operation of the Head Inspector in various recommendations and other matters coming under his cognizance. Work is also considerably expedited and facilitated with such a trustworthy and willing coadjutor as the Inspectors' assistant whenever I have the benefit of his services.

I am, gentlemen, your obedient servant,

JAMES F. HOGAN, District Inspector.

The Secretaries, Education Office,
Marlborough-street, Dublin.

Dr. Bateman, District Inspector.

Limerick.

Mr. G. BATEMAN, LL.D., District Inspector.

Limerick, 28th February, 1894.

GENTLEMEN—I beg leave to submit, for the information of the Commissioners, a report on the state of education in the schools of which Limerick is the official centre, and of which I have been two years in charge.

No changes in number of schools of district.

Since the report of my predecessor in March, 1892, no change has been made in its area, within which there are 118 schools, composed as follows:—

102	Ordinary National Schools.
3	Model ,,
9	Convent ,,
3	Workhouse ,,
1	Industrial ,,

In addition to these schools, there are in Limerick city several conducted by the Christian Brothers, which aim not only at imparting a primary education, but prepare, as I am informed, to a considerable extent for Intermediate and Science and Art examinations. The Male schools at Adare and Bruff are taught by same order.

There are also in Limerick city, the Leamy Schools for girls and boys, which aim principally at giving a good primary education, the Male school also having some Science and Art classes.

The educational wants of the district are thus amply satisfied. I do not know any place in which an additional schoolhouse is needed.

The district as geographically arranged can on the whole be admirably

worked from Limerick, but if Drehidtarsna school, which is located in an angle remote from other schools subject to my inspection, and thirteen miles from centre, were transferred again to Rathkeale, District 52, it would be a decided advantage. This school is only about seven miles from Rathkeale.

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As a counterpoise I am willing to take in its place the Boher schools, which are near to Killaloe, an outpost at which I remain when examining the Ballina schools, which are inspected for result fees in the same month as Boher schools, and are under the same management. These schools were in District fifty-one some years ago.

Dr Bateman, District Inspector.
Limerick.

Several improvements have been effected in the schoolhouses of the district during past two years.

Improvements effected in school buildings.

New houses have been provided for Kilmurry National School, County Clare, and St. John's Male Infant Convent School. The new houses at Fedamore for boys and girls are approaching completion. Structural improvements have been effected at St. John's Male School, which cost about £300. These were the removal of an old dilapidated schoolroom which formed a return building, and constructing a beautiful schoolroom in the front building on ground floor, with new floor and new ceiling, giving increased height; new windows of a larger size were formed, also new doors and fire places. A spacious yard was formed, and in it latrines were erected, with water supply and drain from same.

At Lackamore Vested school aid was granted by the Board towards cost of following improvements, viz., building a porch, new entrance gate, gate piers and approach, renewing four windows, providing privies, and draining school plot. A grant was also made to erect new privies at Murroe schools.

The improvements made at St. Vincent de Paul's school were—about two perches of school side-wall was raised four feet; a drain was made near same wall to carry off surface water of yard; screen wall was built to closets, and new traps supplied for them, also new piping and hose for same; the school windows were netted with half-inch mesh wire; two twelve feet pitch pine iron standard desks were supplied.

At Meelick schools the rooms were made comfortable by the side walls being raised about 2½ feet to meet ceiling, the window sills plastered and boarded, the walls plastered where required. The closets were also slated and boarded.

New schoolhouses are necessary to replace the existing premises at—

Mungret,
Cahirconlish,
Inch St. Laurence,
Caherline,
Sixmilebridge,
Perry-square Convent,
Montpelier.

There is only space accommodation at Caherline school for 87 pupils. I have there examined 150.

Inch St. Laurence School is an inferior structure, with low roof, no offices, and inadequate space accommodation. The fact that it had to be closed for a short period last year, in order that a wall might be buttressed is significant of its instability. The absence of closets in a mixed school such as this is also very objectionable.

The building at Caherconlish is good, but it was never built for and is unsuited to educational purposes. It is an ordinary dwellinghouse

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situated in the midst of others in the main street of the village, and consists of two rooms, 16 by 17 feet, one above the other, with connecting staircase, which arrangement, though necessary, is conducive of much confusion at changes of lessons, and, perhaps, somewhat hazardous to the limbs of the infant pupils.

As Caherline, Inch St. Laurence, and Caherconlish are under the same management, it is clear that in this particular parish much remains to be done, and I sincerely hope that ere another year the manager may have removed some of these blots on the character of the school buildings. The manager seems anxious to build at Caherline, and, when the work there is done, to provide a school on a central situation which will supersede both Inch St. Laurence and Caherconlish.

The Rev. R. Little, P.P., has just completed a new schoolhouse at Kilmurry, Co. Clare, but not without difficulty. I hope that he will now attempt to build at Sixmilebridge, for a change there is sadly needed.

Perry-square Convent school is only a temporary building. The nuns expect soon to have a more suitable house.

A new manager has come to Montpelier, who contemplates building there; his predecessor was for some time in ill health, and died lately.

Under the same management as Montpelier, is Rich Hill, a mixed school with an average attendance of eighty pupils. Structural improvements in this school are much needed, as is evident when I mention that there is only one good room, 17 by 17 feet, and this is insufficiently heated by a small stove; the second room is a wooden structure, 14 by 14 feet, neither perfectly air nor water tight, and not heated; and there is but one out-office.

Before quitting this subject, I may say it must be a trial to a Parish Priest, who has perhaps furnished his late parish with good schools, to begin same work in a new sphere of labour; it certainly would be both harassing and vexatious, were it not for the great facilities and helps afforded him by Commissioners of National Education.

These helps are—

Forms of State aid towards improvement and erection of school-houses.

1. A grant of two-thirds of the total outlay in building new vested schools, whether vested in Trustees or Commissioners of National Education.

2. The Commissioners will keep the schoolhouse and furniture in repair when the premises are vested in themselves.

3. Grants in aid of local contribution are made to existing vested schools, whether vested in the Commissioners or Trustees, for adding to or enlarging them, enclosing the sites, or other desirable or necessary structural changes or improvements.

4. In case of non-vested schools, loans for their enlargement and structural improvement, if the alterations proposed be reported as reasonable and necessary, and the cost not less than £50.

With such great concessions, the wonder is that more advantage is not taken of them.

All honour is due to those managers who have effected the improvements I specified.

Classification of Teachers.

The classification of the teachers is as follows :-

—	Males.	Females.	Total.
I^1, ...	3	3	6
I^2, ...	10	7	17
II^1, or II^2, . . .	30	27	57
III^1, or III^2, . . .	28	20	48
	71	57	128

Of these fifty-one are trained, viz., twenty-four males and twenty-seven females.

Of 128 teachers there are only five grossly incompetent, in thirteen other cases I would characterise the school organization inferior, the term moderate might fairly apply to thirty-seven others, sixty-five can be styled good.

In 109 of the 118 schools the discipline is good.

I visited 109 schools unexpectedly in 1892–93, and found on sixteen occasions inaccuracies in roll call. Only in two cases during two years have I detected pupils represented as having 100 days attendances, really making less.

The auditing of school accounts when they are slovenly or incorrectly kept is very trying. I am, therefore, happy to state that in no less than ninety-seven schools here, neatness and fulness of information characterise school accounts. Of the remaining twenty-one, only four are badly kept.

Punctuality of teaching staff.

I fear in many cases those teachers whose schools are located at any considerable distance from official centre are satisfied if they arrive by ten. I was not two weeks in this district when visiting a school nine miles distant, I found the mistress only coming in at 9.55, though the paid monitor's instruction should have commenced thirty minutes previously, twenty-six pupils were waiting outside closed door; a few days afterwards at another school, I noticed a similar irregularity. A few months later on, in month of June, I visited two schools, arriving at 9.28. Neither of the teachers was present until 9.35, and probably would have been much later if news of my arrival had not been carried. In four of the schools in Limerick city, I had to make very many early unexpected visits, and to recommend official reprimand, before I could ensure punctuality.

Having visited two schools, fifteen miles from centre, where as a rule teachers are practically exempt from early supervision, I found the male paid monitor, who should have been receiving special instruction, engaged sweeping the room, while the master, his father, was seated in neighbouring female school, situated at opposite side of the entrance hall, near the fire.

His wife, the female teacher, had not arrived, and the instruction of her monitress was neglected.

Again two schools, more than an hour's drive from centre, were visited at 9.30. The staff in the female school consists of a Principal, an Assistant, and two Monitors; in the male school the same number is recognised, but the Male Principal alone is present, and he imparts instruction to both female and male monitors.

In large schools I have suggested to principal teacher to keep an Attendance Book recording time of entry of staff, such as is compulsory in Model schools.

Teacher's residence.

As the punctuality of teachers must to some extent depend on the distance of their residence from schools, the subject naturally leads up to the question of residence. As in the case of schoolhouses great helps are given by Commissioners:—

1. A loan of £250 in case of either vested or non-vested schools, to be repaid within 35 years, five per cent. per annum covering both principal and interest, and the Commissioners paying a moiety of this rent-charge on certain conditions being fulfilled.
2. In case of vested schools, if £200 be the total outlay for residence, a grant of £100 is given.

Five nice residences have been built within the past two years: at

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Meelick for teachers of male and female schools, at Birdhill for male teacher, at Kilcornan for male teacher, and at Murroe for male and female teachers; but much remains to be done in this respect.

The principal teachers of Lackamore male, Roxboro' and Birdhill female reside four miles from their respective schools, while well nigh six miles must be traversed each morning by the assistant of Sixmilebridge female.

Remoteness of Teachers' residences from school objectionable.

The principal teachers at Kilcornan female, Lurriga female, Ballinahinch male and female, Mungret male and female, Adare male, Kilmurry, co. Clare, and Monaleen female reside above two miles from their duties, and the male assistants at Clonlara and Sixmilebridge reside one and three-quarter and three miles from their respective schools, while the female assistant at Kilmurry, co. Clare, lives more than two miles from it. Such remoteness is not conducive to punctuality, more especially in winter season or inclement or rainy mornings.

I hope that after some time a residence may be built at Lackamore. The manager of that school is most anxious to provide his teachers with suitable houses, and the matter may be safely left in his hands.

It was through the exertions of Mr A. Shaw, J.P., a name well known among the poor of Limerick city, that a school was established at Roxboro'; he pays £7 rent annually for present house, but as it is not quite suitable, he took great trouble to get a site for a new school—looked into matters of title, and had everything in train for making application for a grant, when the tenant who promised him the site died. He purposed allowing the teacher to reside in the present schoolhouse when the new vested house would be built.

The Donoughmore teacher lives with her husband at residence erected at Monaleen.

The teachers at Mungret male and female and Monaleen female reside in Limerick city.

I purpose now that I have become acquainted with the wants of the district to endeavour to bring the subject of residences prominently under managers' notice.

Monitors.

One hundred and thirty-one paid monitors, and 4 pupil teachers are employed in this district.

At the Annual Examination of 1892, 12 candidates, including 4 pupil teachers, passed on third class (C) papers, but 7 failed.

Of 19 monitors in third year, 12 were retained for two further years, and 7 failed.

At Teachers' Examination, 1893, the 2 male pupil teachers were successful; but of 13 female monitors in their fifth year only 4 passed their final examination in the programme for 3rd class teachers.

Twenty-three monitors of third year attended, and 17 were successful.

I am dissatisfied with these results, more especially in the case of the fifth year monitresses. Now that I have the district, as it were, in hand, and know both the managers and teachers fairly well, I am endeavouring to effect an improvement, and I trust for better results at Annual Examination, 1894.

I am trying five means to effect amendment:—

1. By incidental early morning visits.

2. By requesting each teacher to keep an Attendance Book, with time of monitor's arrival noted.

3. By testing the progress in their work of monitors of fifth year and of third year.

4. By requesting teachers to hold monthly examinations, especially in case of fifth and third year monitors.

5. By endeavouring to hold the prescribed examination of the fourth year monitors in special subjects as near to end of their fourth year as I possibly can. *Appendix C.* — Reports on State of Schools. —

Monitors can be appointed if twelve years of age, and therefore can obtain classification when only a little above seventeen; they however cannot be recognised as teachers until they attain age of eighteen. *Dr. Bateman. District Inspector.*

During the fifteen and a half years of my experience in three different districts I have found the state of education in each district not very different, but I found it less necessary (I may say hardly necessary), to make suggestions here in the matter of order, neatness, school discipline and organization, than any place I had been previously. These had been given by the able Inspectors who preceded me. Even in the matter of the Leave of Absence Book I found one in each school. Limerick. — Proficiency of district.

I found the Managers as in other places, courteous to me, appreciative of good teachers, lenient almost to culpableness with the inefficient, in many cases actuated by an intense desire to improve both the attendance and efficiency of their schools, often handicapped by a legacy of one or more incompetent teachers appointed previous to their management, generally content if matters were passable, not often I believe very critical in checking returns, too seldom calling the rolls. Managers.

Needlework is a branch which I invariably test with great minuteness of detail. Needlework.

It was therefore to me very satisfactory to find that of seventy schools in which needlework was taught, in twenty-five it was of a very high class character, in thirty it was well executed; in only eleven could it be styled moderate, and finally it was only in four that the pupils were notably deficient.

Strange to say that in these four schools, the literary proficiency was high.

At my first results examination of one of these schools I was obliged record sixteen failures in needlework of forty-three examined.

Seven months afterwards visiting the school unexpectedly, I devoted the time at my disposal to inquire into the arrangements for industrial instruction, and ascertained that it was the practice not to give any teaching in needlework to the two girls who acted as unpaid monitors for each week, and that paid monitors' instruction in this branch was neglected. Notwithstanding suggestions and admonitions, the needlework again proved a failure at results examinations.

In another of these cases, I assigned twenty-two failures among forty-seven pupils, and this after my predecessor had previously called the teacher's attention to the discreditable state in which he found this branch.

In the remaining schools, thirty-eight failures of sixty-two examined, and sixteen passes of thirty presented, were the unsatisfactory results.

The Commissioners signify emphatically their consciousness of the importance of needlework by requiring an entire day of the annual examination to be devoted to it, and they assign marks for it proportioned to its educational value, but, as these marks are not included in the total for classification, the importance of the subject does not impress itself forcibly on the candidates' minds.

During the Results year ended 28th February, 1893, the Industrial programme was only adopted in twelve schools; in nine the instruction was effective. I induced the teachers of two of the largest female ordinary schools to give the scheme a trial, but, on the other hand, one of the convent schools in Limerick City and a rural school have discontinued the programme. Industrial programme.

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Reading.

The superioress of the convent school liked the scheme, but she found the numbers in the sixth class dwindling, and she felt obliged to revert to old scheme.

The Industrial scheme has had also to encounter the marked disinclination of many of the female teachers to adopt it, owing principally to their not being, as I believe, competent to give instruction in it.

Having carefully gone through my note book for year ended 28th February, 1893, in which I entered for each school the number of failures in each subject, I find that so far as ciphers in reading are concerned, very few indeed were assigned.

There are, however, six schools which both in Results year 1893, and in that ended 28th February, 1894, have a bad pre-eminence in this respect, and yet when I mention that 10 per cent. of failures was the worst case, it will be perceived that it is only relatively that the reading in these six schools can be called inferior.

An analysis of the cases show that in four of the schools the space accommodation is inadequate, and in the remaining two, discipline is not well maintained.

Thus noise, either caused by a congested attendance or by inferior discipline, is a potent factor in producing unsatisfactory reading. The teacher fails to notice the incorrectness, or is unable to deal effectively with it.

As a rule the pupils pronounce fairly accurately, but proper names are a great crux; and such words as adversary, formidable, frequent, harassing, heroic, allegory, desultory are also stumbling blocks, not only invariably to the pupils, but not infrequently to the teachers.

Until the subject receives marks in the classification course, the teachers will not become good readers, nor will they learn the art of teaching this subject with system and effect.

I am particularly dissatisfied with the reading of the Infant and First Class pupils, they either pause after every word, or they run the sentences into each other, as "I saw some trout swim by bread," instead of joining bread to its own sentence, "Bread is made of flour." The same fault of running clauses into each other is noticeable sometimes in Fourth Class.

Neglect of explanation of lessons forms the burden of many of my minutes; as it seems out of the question to expect a money fee for it, the only remedy I can suggest is a very exhaustive list of meanings at head of each lesson, these would be learned as home lessons.

The preface to Sixth Book opens with the words "As pupils in Sixth Class should be required to possess dictionaries, and to use them in the preparation of their lessons, the meanings of individual words are more sparingly given."

Unfortunately few—very few—possess dictionaries; the price of Sullivan's, though extremely moderate, 1*s.* 6*d.*, is still too much, and the book is not sufficiently portable for a school boy. A condensation of it, price 6*d.*, to National Schools, would, I am confident, have a good circulation. One of the London firms has at present a penny dictionary in the market.

Composition.

The introduction of letter writing into our schools has produced excellent results. As many children finally leave after they reach Fourth Class, I wish very much the subject of letter writing was compulsory for this class, or at least that thirty letters were required amongst the copies they presented.

In about one-fifth of the schools I found composition at a low ebb, and ascertained the cause from an inspection of time tables. It was

simply inadequate time, generally only one lesson a week being given; now there are three weekly lessons.

Penmanship, on the whole, is fair; in some schools—as Bridgetown female, for example—it is excellent. I may mention that one of the monitors, aged 13, at Limerick Model female obtained at the last competition Vere Foster's first prize for writing in the Junior Grade—107 competitors.

Penmanship.

The supervision of head-line copies does not receive adequate attention. It is especially lax in several schools in second class, where it is of paramount importance, that good habits should be formed.

To show how culpably matters are managed by an inefficient teacher, I may mention that I ascertained that in one school of this district no head-line copies had been written for two months.

Dictation.

In my first year of inspection here I found Dictation backward in 20 per cent. of the schools; this was especially the case in Junior Fifth Class. The explanation of the weakness in this particular class may be that here the school course expands, letter writing is compulsory, and optional and extra branches can be attempted.

Arithmetic.

Practice of Arithmetic is most successfully taught, but insufficient attention is given to mental calculation and money tots. I have sets of cards made out for prescribed money addends, and sometimes find a sixth class pupil who has passed in Algebra or Geometry fail at money addend of fifteen lines.

Grammar.

Grammar and Explanation of Reading Lessons are the two worst taught subjects in this district. In fully one-fourth of the schools examined during my first tour of inspection the percentage in grammar was below 50.

As I invariably test the parsing from reading book of class, ignorance of text reacts on Grammar and conduces to failure.

Beside the intrinsic difficulty of the subject, the children appear to think that grammar is not a practical subject; they perceive the utility of reading, writing, arithmetic, and spelling, but so long as they can talk, they are not particular as to how they talk.

Fourth Class Grammar programme seems to be often misunderstood by teachers; they attempt syntactical parsing which is not here required. I may mention, in passing, that the word "person" *seems* to be omitted after number in heading *b*. Grammar, fourth class, results programme. I believe it was in old issues.

Geography.

Geography is taught with more success than Grammar and Dictation. In only 14 schools was the percentage of passes below 50.

I have suggested, wherever I found no small globe, the procuring of one; and have thus paved the way for some elementary instruction in mathematical geography, which, with maps of continents and map drawing, is here far too often relegated to the background.

As blank maps are not prescribed, I suggest that pupils be taught to point out with long pointers from the draft circle, not allowing them to step inside, and I frequently give questions on the relative positions of countries, of continents, and counties of Great Britain and Ireland.

Agriculture.

On my initial round of result inspections I found that in twenty male schools the answering in agriculture fell below 50 per cent.

As it is reasonable and salutary that a theoretical knowledge of Agriculture should be impressed on the minds of the pupils, I aim at a very exhaustive examination in this branch. I found a considerable section of the book, and to my mind one of the most important, viz., the 46 pages dealing with the management of the several classes of holdings in Ireland, completely ignored in the preparation of sixth second year

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pupils. The 31 pages relating to the equipment of the farm were also discarded. Consequently, in 1892–93, I scarcely gave one pass in sixth second year Agriculture. The full programme is now taught.

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I regret to state that Drawing is only taught in eleven schools. Generally speaking, the results are only moderate; however, in three schools the instruction is skilful. M. Hanrahan, third year monitor, Limerick Model Female, obtained two prizes last year in Vere Foster's Drawing Competition.

Drawing.

Vocal music.

Instruction in singing is imparted in fourteen schools, half of which adopt the staff Notation, while the other moiety patronise Tonic Sol-fa.

The pupils are enthusiastic about Tonic Sol-fa; they beam with delight when asked to sing by it. This ardour has been utilised to insure punctuality in several schools. Instruction in Tonic Sol-fa is given before school hours, and pupils flock in through love of the music taught by this system.

Several of the teachers would like a programme for V^1 and V^2 in this subject instead of having the same programme for both years, and similarly for VI^1 and VI^2.

Practical cookery.

I have, with much interest and great pleasure, examined several Cookery classes—viz., at Mount St. Vincent Convent and Sexton-street Convent, and Limerick Workhouse Convent School. There is a general desire amongst both teachers and taught for a two year's course such as—

First year—Making of bread, ordinary dishes, preparation of tea, cocoa, coffee, soup, cleaning and preparing vegetables, laying of table.

Second year—Sweets, invalid dishes, pastry, puddings, pies, and fowl.

These teachers think that as girls can be presented very often in theory of agriculture, and paid for, they should also be in practical cookery.

Book-keeping is well taught in several of the town schools. As a rule it is not taken up in rural schools, but on the rare occasions pupils are presented, the teaching is found effective. It would be an advantage to sixth second and third year pupils if seventh set were added to their programme.

Effects of total or partial abolition of school fees on attendance.

The partial or total abolition of the school fees does not, on the whole, appear to have produced any *marked* increase in the regularity of attendance of pupils or on the general condition of the school.

This may be accounted for in two ways.

First—To their credit be it said, the great majority of teachers never pressed the labouring class for fees, provided they sent their children *regularly*, for they trusted to the result fees earned by these pupils to recoup them.

Those who paid took care to send their children regularly that they might, as they expressed it, have value for their money.

Second—The attendance has been affected by epidemics of measles and influenza during two last quarters of year 1893, so that, as far as Limerick District is concerned, that year cannot be said to furnish a true basis as to the future effect of this valuable boon to the poor parent, and this great concession to teachers situated in the many localities where fees were so difficult to be obtained, that it was often dubious if there would be a sufficiency to obtain the second moiety of results fees which, until 1st October, 1892, were contingent on local aid to the amount of 3*s.* 4*d.* for each pupil in average attendance.

3. In this district all the pupils attending convent schools, amounting to nigh 3,000, have been always exempt from fees, and hence no increase can be expected in their case from the abolition of school fees.

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In several of the largest ordinary schools in the district the attendance has certainly increased:—

		1892.	1893.
St. Vincent de Paul's,	1st Quarter,	243·4	297·8
	2nd „	270·9	320·4
	3rd „	250	318·7
	4th „	273·2	352·9
Newport, m.	1st Quarter,	107·6	122·2
	2nd „	99·5	97·7
	3rd „	94·7	100·4
	4th „	105·6	89·4*
Sixmilebridge, m.	1st Quarter,	57·1	73·2
	2nd „	69·6	77·3
	3rd „	69·3	73·3
	4th „	65·5	72·2
Sixmilebridge, f.	1st Quarter,	70·7	84·7
	2nd „	81·5	85·8
	3rd „	82·7	86·5
	4th „	76·9	84·4
Kilmurry Mixed,	1st Quarter,	72·7	79·5
	2nd „	68·8	70·3
	3rd „	68·7	70·4
	4th „	68	77·6
Castleconnell, m.	1st Quarter,	70·7	84
	2nd „	76·1	69·2
	3rd „	79·5	71·7
	4th „	67·5	77·4
Castleconnell, f.	1st Quarter,	66·4	77
	2nd „	77·7	73·7
	3rd „	75·5	71·7
	4th „	62·7	66·4
Caherline,	1st Quarter,	97·4	132·5
	2nd „	114·4	130·7
	3rd „	109·8	127·1
	4th „	114·7	122·1
Newport, f.	1st Quarter,	82·8	102·8
	2nd „	91·1	99·9
	3rd „	82·7	107·9
	4th „	90	91·2
Sallybank,	1st Quarter,	89·1	98·6
	2nd „	73·4	75·2
	3rd „	72·6	86·4
	4th „	83	87·3
Bridgetown, f.	1st Quarter,	78·6	88·6
	2nd „	87·5	85·5
	3rd „	90·3	81·7
	4th „	89·6	84·9
Pallaskenry, m.	1st Quarter,	69·1	75·1
	2nd „	75·2	72·9
	3rd „	74·1	64
	4th „	62·8	70·5

It will be noticed that the increase in the attendance in the case of St. Vincent de Paul's amounts to over 20 per cent., but the principal

*Measles epidemic.

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teacher thinks that the question of fees has not affected the averages by anything more than a small fraction.

Though the opinion of the teachers are divergent, yet it seems to me that the balance of evidence preponderates on the side of those who believe that an increase in attendance has taken place, particularly in the senior classes of girls, and that school requisites are more punctually obtained, and the fuel fund more cheerfully contributed to.

Establishment of a school bank.

At Pallaskenry National School twelve of the boys have opened accounts at the Post Office Savings Bank.

The Ahane National Schools owe no little of their efficiency to the great interest manifested in them by the patron and his eldest daughter. Not the least benefit was the establishment in the month of October 1892, of a School Penny Saving Bank, this being the time when payment of school fees by the parents was discontinued.

These Banks are in direct connexion with the Savings Bank Department of the G.P.O., and are governed by the rules in force for their management.

Trustees and a treasurer have been appointed, and their names duly registered at the head office, and the teachers act as bank managers in their respective schools. They are provided with books supplied by the Savings Bank Department.

Notice of withdrawals is given and other business transacted. The time occupied is generally from 15 to 20 minutes. The cash received is handed to the treasurer who is in attendance.

An account in the name of the trustees was opened at the nearest Post Office where Savings Bank business is transacted, and lodgments are there made from time to time by the treasurer.

When a depositor has lodged to the amount of 20*s.* he or she is assisted in opening an account at the Post Office Savings Bank.

In the meantime, the trustees in order to encourage deposits allow interest at five per cent. on all deposits, amounting to five shillings or upwards, which can generally be met by the interest paid on the lodgments effected in the Savings Bank Department.

The number of children at present on the school rolls of Ahane are 54 boys and 73 girls, of whom 31 boys appear as depositors on the bank ledger and 62 girls.

The balance at present in the Savings Banks, after deducting withdrawals, amounts to £13 5*s.* 2*d.*

Wood-carving class.

Miss A. E. Bourke, in addition to taking a great interest in the progress of the needlework in female school, and of the Penny Savings Bank generally, has had for many years a wood-carving class for boys. As the class is limited to eight, she has constantly to refuse applications for admission, as some of the lads educated at Ahane, whom she began to teach eight years since, and who carve at home in their leisure hours, still attend class. At present two boys from Ahane School and two from Rich Hill School attend.

The classes are held twice a week from October to April, and the attendance is very regular.

For the first two winters there was seldom anything done worth preserving, unless some little specimen to take home; after that time, if a boy is careful and has bought for himself a tool or two (from the class-holder at a reduced rate), he is allowed to take his piece of wood home to work at it of an evening, bringing it with him to the class-room every Tuesday and Friday.

For this piece of work when finished he is paid a small sum, and from that time he is usually able to execute small orders, being paid in proportion to the amount of work and the manner of execution.

A brief description of large city Convent schools.

It is unnecessary to expatiate on the advantages of these interesting institutions planted successfully in the midst of a rural population; all managers may not be able to establish wood-carving classes, but surely the greater number should encourage thrift by founding penny savings banks.

I intend in my future interviews with managers to bring this subject prominently before their notice.

The most striking feature to me in this district was the large number of Convent schools in Limerick city, in which, in years 1892 and 1893 respectively, I examined individually 2,270 and 2,360 pupils.

These are all conducted with admirable judgment and painstaking labour, the ordinary programme course is invariably supplemented with instruction in Tonic Sol-fa, in which admirable proficiency is exhibited.

The arduous work of individual inspection of the pupils attending these schools is facilitated by the good discipline, pleasing manners, modest deportment, and creditable answering of pupils, and the absence of interference in the examination by the Nuns, who invariably profess their satisfaction with the results.

There are several points of interest in connection with these schools which I would like to mention.

At St. Mary and Munchin Convent School a Temperance League was organized in 1891.

It numbers over 350 members, the majority of whom have taken the pledge for life.

Meetings are held once a month, at which the members entertain each other with songs, recitations, &c.; sometimes they act simple plays, to which they have permission to invite their parents and friends.

Each child has to obtain permission from her parents to take pledge.

Many girls who have left school still continue to attend monthly meetings.

A drill-master attended the school quite recently and taught the calisthenic exercises to the various classes.

A cooking class was also formed this year for the grown girls, with a view to enable them to be useful in their own homes.

To facilitate the teaching of the addition table, it is printed on large figures on black boards which hang on the walls around Infants and First Book rooms.

Many French polished pitch pine presses with glass shutters are to be seen in all the rooms exhibiting toys and premiums for the junior classes, and drawings, needlework and *Museums* for the seniors.

In 1893, a very handsome partition of pitch pine and glass was put up, dividing a very large school-room, and thus facilitating the teaching of the various classes, by lessening noise.

During the two years that I have been here, several additional branches have been introduced into the curriculum pursued at Sexton-st. Convent taught by the Presentation Sisters, as well as additional advantages secured to the pupils by lessons from special teachers of extra subjects.

The additional subjects taught are French, book-keeping, scientific cutting-out, calisthenics, and after being discontinued for a year a cooking class was resumed.

A special teacher was engaged for a course of lessons on scientific cutting, also a drill master for calisthenic exercises.

At present an expert at art sewing machine work is similarly engaged; this consists of ornamental embroidery, net work, &c., done by machine.

The ex-monitresses receive lessons on Saturdays, in French, composition, and book-keeping, in order to fit them for situations in after life.

The Temperance League has been established here also, and the greater number of the grown girls are faithful members of it.

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Dr. Bateman, District Inspector.

Limerick.

At Perry-square Convent School, Kindergarten was introduced at beginning of Results year, November, 1892, and calisthenic exercises and action songs have since been taught twice a week to all pupils of Kindergarten classes.

During the same year, special instruction in Tonic Sol-fa by a certified teacher was given.

Since beginning of 1892 the Temperance League of the Cross was increased by about 40 members.

At Mount St. Vincent Convent school an Industrial department has been in operation since 1877.

The staple industrial branches taught are dressmaking, shirtmaking, ladies' underclothing, baby clothing, hand and machine knitting.

Embroidery and crochet work are also done, but on a limited scale, and as a rule only to order.

There are five knitting machines; four can turn out jerseys of all sorts, shawls, jackets, and stockings; the power of the other is restricted to stockings.

Many orders are executed for the Limerick Clothing Factory, especially for working men's shirts. The private orders for underclothing, baby-clothes, which are not insignificant, together with the work necessary to keep clothing of the large Industrial School, in proper order keep pupils fully occupied.

The workroom is spacious, being 60 by 33 feet, and is in all respects suitable.

Lady Aberdeen visited the Institution on 15 February, 1893, saw the class at work, and expressed her satisfaction generally.

The pupils are taught cookery also and with effective results.

The finest school building in Limerick is St. John's (F.), at which, in year 1892, I examined 611 pupils.

Here is also a branch of League of Cross in good working order.

As the majority of the pupils attending are poor, there is considerable difficulty in enforcing early attendance. The Sister in charge has adopted the plan of having a banner with the words embroidered on it, "Best class for attendance," and that most punctual has the honour of having banner for the week.

The Rev. Father Lee takes an unwearied interest in this school, and co-operates with the Nuns in every possible way.

All these schools, Sexton-street excepted, are conducted by Sisters of Mercy.

Model schools.

There are three Model School Departments, all doing effective work, most particularly the male, and in the face of great difficulties, maintaining much the same average as when I took charge.

In addition to the usual school course the pupils are taught in male school Algebra, Geometry, Mensuration, Agriculture, Book-keeping, and Drawing; in the Female Department the pupils are taught French, Vocal Music, and Drawing. Kindergarten is taught in Infant School.

To sum up, the general aspect of education in this district is satisfactory. If any improvement has taken place in the proficiency since I took charge it is in reading of First Book, in Grammar, Composition, working of button holes, instruction of infant pupils in ball frame, and in the attention given to that part of the Practical Farming which treats on management of small farms.

I have also done something to enforce punctuality on teachers and monitors, and to make the latter give due attention to their studies.

I am, Gentlemen, your obedient servant,

The Secretaries.

G. BATEMAN.

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Mr. C. Smith, District Inspector.

Mr. C. Smith, District Inspector.

Clonmel.

Clonmel, March, 1894.

Character of District.

Gentlemen,—In compliance with your instructions I beg to submit for the information of the Commissioners my third general report on the district which centres round Clonmel. In former reports I gave short descriptive accounts of the country and of the character and occupations of the inhabitants; as no changes have taken place in its area since my last report of March, 1892, it would be useless reiteration to dwell again on these points. The falling-off in population has, as I anticipated, led to the withdrawal of salary from some assistant teachers; in other cases amalgamation of the departments for boys and girls has taken place; and judging from what I can gather from persons likely to be well-informed a still further decrease of the average attendances may be looked for. This is largely due to the paucity of marriages for some years past, last year being the worst of any; again, emigration of the able-bodied young men and women, which has gone on steadily for some time back, has created a greater demand for the aid of school-going children for farming pursuits. In Clogheen Boys, Rathgormuck Boys, and Lagganstown, an average for an assistant no longer exists; at Ballycarron and Bennett's Church amalgamation has taken place; the same fate threatens Glenanore Boys and Clooneen Girls. Amalgamation would not be an unmixed evil if its only effect was to do away with small schools which as a rule are conducted in a listless inefficient manner; but the differences between the programmes for boys and girls are so many that the blending of the two under the same teacher must distract his efforts and render his work less effective; in this way amalgamation will not work well for the successful diffusion of knowledge.

Character of School-houses.

There are 118 schools in this district, and they are so situated as to supply fairly well the educational wants of each locality; no new schools have been opened since the date of my last report; the only structural changes to be noted are the enlargement of the Skeheenarinky National Schools. Some improvements have been carried out at the Cloonagoose schools, they are however still too small for the numbers in attendance. The same is true of the Killusty and Ballyporeen schools. The manager of the former has taken steps towards building a new school with proper accommodation, but he has not yet been able to secure a grant for this purpose; no move that I am aware of has been made towards remedying the defective accommodation at Ballyporeen, although in the girls' school matters are so bad, that during last June and July an average of 153 was reached in a room built to accommodate 103.

The Touraneena boys' school does not at present provide sufficient accommodation, a change for the better in the teaching staff having almost doubled the attendance there; the manager is very anxious to remedy the defect but he is receiving opposition from the County Surveyor, who holds that the only space available (under voluntary arrangements) is too near the road for a building to be erected thereon. The Drangan boys' school is undergoing necessary repairs which when completed will render it suitable for school purposes; a few trifling improvements have been done to the Grangemockler schools, and Ballyheaffy M. still bears traces of damage done to it by a storm a few years ago.

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Of the 118 schools, 88 are non-vested, 18 are vested in trustees, and 12 in the Commissioners. The management of these is distributed as follows:—

89	are managed	by	Clergymen.
16	„	„	Laymen.
3	„	„	Nuns.
10	„	„	Officials.

Management.

Most managers show a deep interest in their schools, work for their advancement, and exhort their teachers to do likewise; some few take very little practical interest in them, visit them seldom, and contribute very little towards their support or success; they are managers merely in name. My intercourse with managers has been rarely otherwise than pleasant, but a few cases have arisen when the discharge of duty in strict accordance with rule led to slight friction; cases of this kind generally arise with regard to monitorial appointments, the rules bearing on these being capable of different interpretations. The checking of official returns, which is an important managerial function, does not, I fear, receive the attention which its importance demands; greater care on the part of managers would lead to more exact returns and do away with the troublesome consequences which inaccuracies give rise to.

Local Endowments.

There are not many schools in the district in receipt of local aid or endowment. The Corporation of Cashel grants £120 per year in support of the national schools of this ancient city; four schools under the patronage of Lady Margaret Charteris, and four more in this district under the Earl of Bessboro's patronage, receive support from their respective patrons; three schools managed by Mr. Bagwell are in receipt of yearly endowments from him; all the others with the exception of three or four that receive trivial sums depend on public grants for their maintenance. The wear and tear of the various school appurtenances are, as a rule, met by efforts made by the teachers in conjunction with their pupils; the funds for the purchase of fuel come for the most part from the same source, the exceptions being in the case of those schools mentioned above where the patrons grant endowments. As the voluntary contribution system proves in many instances disappointing and unsatisfactory, a scheme for the establishment of a fund in connexion with every school for supplying it with fuel and furniture would be a great boon, and the allocation of public funds in the support and furtherance of such an end would not be amiss in the cause of education. A comfortable school-room is a great attraction to children, a cold bleak cheerless one repels them. In support of what I say I may instance a case in point. The Presentation Nuns who conduct a very excellent school in Carrick-on-Suir lately expended a large sum of money in fitting up their school-rooms with hot-water pipes, the rule is, the colder the morning the hotter the pipes, and the result is that the children flock in the moment the school is opened, the children of the poorer classes being most anxious to anticipate those better off in this world's goods. I have no doubt but many children are unpunctual in their attendance or absent altogether on days more than usually cold, owing to the chilling atmosphere of the school-room; and if school-rooms were made more attractive and comfortable, the need of compulsion would be very much lessened. I do not mean to imply that the compulsion of parents is not needed, if the young are to be educated; to state that is merely to ignore facts and to cling to fiction, which oftentimes lives and thrives even in the atmosphere of statistics.

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There are 12 schools conducted by Nuns; over 30 per cent. of the children of the district attend these schools. Nuns also conduct two poor law union schools and one industrial school. There is one monastery school—now manned by a sufficient staff. The remaining 102 schools are conducted by 55 male and 47 female principals; they are aided by 13 male and 16 female assistants, one temporary assistant and 5 workmistresses. The following table will show how these teachers are classed :—

Classification of Schools.

The teaching staff. Classification thereof.

	PRINCIPALS.		ASSISTANTS.	
	Males.	Females.	Males.	Females.
I.,	8	6	—	—
I.²,	11	5	—	3
II.,	19	23	6	3
III.,	17	13	7	10
Totals,	55	47	13	16

This table shows a very decided advance on that furnished in my last report; the anticipations shadowed forth in that report have been realized, and I am of opinion that a still further advance towards higher classification is merely a matter of time. I deem this classification table satisfactory, as it gives a fairly true index of the efficiency of the teaching staff. I am, however, far from thinking that high classification necessarily guarantees high efficiency. I note with regret that a few of the most efficient teachers of the district rank III. Class only, but their appointments date from those troublous times when many obstacles barred that promotion which training now so easily ensures. I have tried to persuade some of these teachers to seek promotion, but the fear of an unsuccessful attempt with the accompanying *mauvaise honte* has led some perfectly competent candidates to hold back.

Efficiency of Teachers.

I am happily in a position to speak favourably of the teachers—both male and female—of this district. On the whole, they do their work conscientiously and well; they are truthful in the keeping of their school records, and it is rare that a case of absence from duty calls for official notice. There are, however, a few teachers who are not doing fair honest work towards their pupils; they have been already reported to you in detail, and further reference is unnecessary. The number of such has been sensibly lessened since my last report, and I hope that the coming year will show a still further diminution. I must confess I fail to see why the interests of not one child only, but of a number of children—nay, of generations of children should be sacrificed to the convenience of a teacher who may be incompetent, but is more than likely indisposed to do his work honestly. The possibility of such a sacrifice should be guarded against; the interests of the children should be held paramount to all other considerations. If an unsatisfactory teacher is to be saved from absolute dismissal, the remedy should not be by letting his pupils suffer; his removal to a smaller school or to an assistantship might find him a more suitable sphere for the exercise of his talents with effect. This, however, raises a very large question which materially affects the management of schools. I have dwelt

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thus on incompetent teachers, because of the supreme importance of having children properly educated; and although the number of such in this district does not reach a half-dozen at the utmost, even one is too many.

Training.

The number of trained teachers is very sensibly on the increase; of the 102 principals in the district, 55 have been trained, which gives an average of well-nigh 54 per cent.; seven of the 29 assistants were trained, or about 24 per cent. on an average. Trained teachers, as a rule, return to their work with a desire to set everything aright, and to conduct their schools with success. An improvement is usually noticeable; the school-room is more orderly and more neatly kept, which in itself is a very desirable feature; and a higher standard of proficiency at the coming examinations is also the usual result. On the whole, fairly good fruits spring from a course of training. In some cases, however, the good does not come up to expectations, and some disappointment naturally arises and the work of the college is set down as unsatisfactory. It must be borne in mind that if a Training College does not get suitable material to mould, it must fail; hence, the selection of candidates for training is a question of very great importance. Monitors and pupil-teachers who have successfully completed their terms of service form the most suitable sources of supply, as they possess practical experience in teaching that should be polished and perfected during a course of training. Most of the candidates selected for training come from this source.

Monitors.

There are at present 134 monitors employed in the schools of this district—33 are boys and 101 are girls. There is much more difficulty in getting boys to accept the position and to persevere to the end of the course than is the case with regard to girls; the former drop off after a year or two, and go to business; girls, as a rule, continue to the end, and if successful in gaining a certificate of classification cling to the hope of eventually getting a school—a hope too often disappointed. I have latterly come to learn that a large number of classed monitresses—particularly those from Convent schools—go abroad to England, Scotland, Australia, or New Zealand, and there become members of religious teaching communities. At the July Examination of 1892, 18 of the 27 monitors examined got certificates; at the Examination held last July, 9 out of 13 were successful. The great stumbling block in this examination is Lesson Books, and this subject naturally comes in for a considerable amount of adverse criticism, but in my opinion unjustly. I fear failures in Lesson Books must be set down as the legitimate result of neglected explanation in reading; for it is difficult to conceive how boys or girls of fair average intelligence can use daily for reading purposes four medium-sized books for seven or eight years without mastering at least the most salient points of the lessons. If the subject-matter received the attention that intelligent reading demands failures in Lesson Books would not be so frequent at examinations.

Lesson Books.

Revised Reading Books.

This matter leads me to make a few remarks about the changes that have been made in the lately-revised Lesson Books. I have spoken to some of the teachers best competent to give an opinion on the matter, and they think that a very great improvement has taken place in these books; they urgently press, however, the need of revising the Sixth Book, which is both too long and too difficult. Few could argue that the class-books are all that one would desire, but a very vital consideration is oftentimes left out of sight in judging their merit or demerit, viz.—the question of price. I am of opinion that if all restrictions regarding

text-books were removed, few firms, if any, could supply such good readers at the present prices; and it must be remembered that teachers find very considerable difficulty to get pupils to purchase reading books even at the present almost nominal prices. This difficulty would become very serious if the prices were as high as those charged for the ordinary readers in use in English schools. No doubt the restrictions in force affecting books to be used in National schools have, to a certain extent, created a monopoly—but it is a monopoly altogether in favour of the children. It is not to be wondered at that such a monopoly has given rise to some criticism; but it may well be doubted if its removal would have any other effect than that of opening the way to such dubious dealings as were noted in my last report, whereby the ordinary half-penny copy-book costs one penny when purchased through local vendors instead of through the Board's stores.

General character of education given in National Schools.

The general character of the work done in the schools of this district is fairly satisfactory; some desirable improvements have been pointed out again and again, but they are slow in coming. This is mainly due to the fact that teachers and pupils forget that a mere accumulated knowledge of facts is not education; it is the power of assimilating and applying such knowledge that constitutes true education, and this power very often lies dormant with the ordinary National school pupil as such. It is, however, merely dormant; should chance or opportunity call forth this dormant power it rapidly fructifies. This is clearly seen when such pupils go to business, to college, or to study for civil service appointments: at first their command over language or figures is very poor, their knowledge being a half mechanical product; but the necessary substratum is there. Their intercourse with men of intelligence calls forth, develops and consolidates their knowledge; did their lot send them back to their homes their knowledge would rapidly trickle away.

Junior classes much larger than senior classes.

It is to be noted that the numbers in the junior classes very far exceed those in the senior ones, which shows that very many leave school before they pass IV. Class—a matter much to be regretted as their education is insufficient to have much practical effect in shaping their lives.

Infants.

The infants' class as a rule is the largest in ordinary National schools; in convent schools it far surpasses in numbers any other class. In the latter schools—particularly where Kindergarten is practised, the children are well trained; in other schools the lot of infants for a great portion of the year is not an enviable one; they sit huddled together in a corner, some asleep, others in tears—all idle or practically so, even in schools otherwise good, such is their fate. No doubt as examination day approaches a serious effort is made to master *an* and *ox*, but the effort is spasmodic and not at all appropriate to the needs of the growing mind which during these years is so impressionable. The institution of proper infants' schools or infants' departments where the eye may see by picture and illustration, the realization of the imperfect mental pictures which the ear conveys is very desirable. There are in full working swing, nine infants' departments in this district, and I am on the whole fairly well pleased with the work done therein. The great difficulty in dealing with such departments centres round the four or five year old children who to use words heard many a time "cannot be expected to know much." It is, however, my experience that infants of four or five can easily make up the tiny programme set for them if only due care be bestowed upon them, and can be taught to go through the Kindergarten exercises with skill and precision. In most departments the requirements of the programme are now complied with. In a

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few an endeavour was made to introduce what may be called the *laissez-faire* system of Kindergarten—*i.e.*, the pupils got the tablets or cubes or other gifts, and manipulated them to their own liking. The attempt did not succeed, and I am now able to report that simultaneity of action in manipulating the gifts or going through the other exercises is deemed indispensable. The May-pole has been introduced into a few infants' departments, with the result that it has induced children to come earlier to school—the dance being held before school hours only. Looking to these departments I must say that on the whole they are conducted with fairly satisfactory results.

Unsatisfactory schools.

In the senior schools also the results are on the whole satisfactory: there are scattered here and there through the district, some very poor schools, where the education of the children is neglected; these cases have been brought specially under your notice, and shall doubtless receive the attention they demand. They are, I am glad to say, few, but yet too many when due weight is attached to the supreme importance of educating the young. If I were asked to note the weak points, I would say that too much dependence is placed on memory, and too little attention given to intelligence:—in other words the guiding principle seems to be "*non multum sed multa.*"

Obligatory subjects.

Reading.—It is not my good fortune to be able to report differently from most inspectors on this subject, intelligent reading is still at a discount. If mechanical accuracy were to constitute good reading, then I could report a fair average standard of success; but as intelligent expression is a necessary quality of good reading, the absence of such bars a favourable report. The reading of most pupils is poor, owing to want of intelligence, this defect is largely due to the neglect of sub-head (*b*) of the reading programme, *i.e.*, explanation of the lessons read. It is strange why explanation is so much neglected since attention bestowed on it means cultivation of the intellect, and consequently better capacity for picking up and assimilating knowledge of every kind. In answer to inquiries put to some excellent teachers why explanation was as a rule so very weak, I received the reply that "there was no time for it," which being interpreted means it did not carry a fee. Repetition of poetry, which forms branch (*c*) of the reading programme, is not satisfactory. In too many cases the pieces are committed so inaccurately as to show that the pupils have little if any true idea of what the pieces are about; and it is rare to hear a pupil render a piece with just emphasis and expression.

Writing in the Junior classes is well taught; in the Senior classes the work done does not show due advance, at the same time it must be adjudged fairly legible. Slovenly habits creep in through want of care in doing both home and school exercises. Excellence in forming letters is sacrificed to speed. In some schools there is too great a tendency to change from one style of writing to another, and it occasionally happens that a pupil has tried his hand at three or four different series during the year. This is frequently due to want of experience or judgment on the part of the teachers, very often it is the result of a deficient sale-stock which forces pupils to purchase copy-books at the nearest stationers. Letter-writing is still weak and unsatisfactory, whether one looks to the form, matter, or spelling of the letters. The correct form of letters should be taught with much ease, yet such is not the case; and the gross blunders against grammar and orthography are many and disheartening. The plea that grammatical errors are the result of home surroundings is too often heard. It is the duty of a good teacher to combat these errors and set his pupils right with regard to them. The pupils of country

schools in particular find very great difficulty in putting their ideas into words; this difficulty would be sensibly lessened if teachers insisted on pupils answering all questions in full and complete sentences, and not in mere incoherent expressions as is too often the case.

Arithmetic.—The proficiency in this subject is on the whole satisfactory. In those schools where the subject is weak, the defect is invariably due to neglected tables. Mental arithmetic is not well taught; in a great many schools it is not taught at all, because I suppose it is only a sub-head.

Spelling.—The passes secured in this subject are on the whole fairly satisfactory; in oral spelling the standard attained is very high, the dictation exercises also are written with very fair correctness. I note, too, a slight improvement in what may be called general spelling, viz., that met with in the written exercises in grammar, agriculture, or extra subjects.

Grammar.—This subject is generally considered one of the most difficult in the programme, and in the hands of unskilful teachers it becomes very uninviting to young children. I think, however, that considerable progress has been made of late in the method of teaching grammar, and an examiner meets with less guess-work than was formerly the case. In many schools I note with pleasure that when the grammar tests are distributed the pupils lay down their pens and make a careful study of them before committing their thoughts to paper. In some schools an analysis of the sentence given precedes the parsing proper, and I need hardly add that in such, failures are almost unknown, for grammar is made an easy interesting subject. Notwithstanding this proficiency in grammar, the sins against correctness that one hears in the answers of the pupils, or meets in their written exercises are not very sensibly on the wane. Teachers would do well to aim at the removal of such errors, and the more flagrant ones would be soon rooted out, if but moderate care were bestowed on the matter.

Geography is on the whole fairly well taught. In Fourth class there is too great a tendency to curtail the programme to the map of Ireland. Most of the teachers aim at making geography something more than a mere collection of names to be committed to memory. They bestow on it an interest that tends to give permanence to the knowledge acquired. I note that the use of atlasses is growing more wide-spread, but I fear sufficient attention is not given to map-drawing which should be regarded as the royal road towards learning geography.

Agriculture.—The proficiency attained in this subject shows improvement, but it still falls short of a satisfactory standard. Agriculture, owing to its importance, receives a great share of criticism, and this criticism usually overlooks the true limits which necessarily circumscribe school-work in the matter. An explanation of the true principles of agriculture, a detailed account of the best methods of practically working out these principles, and an enumeration of the chief mistakes to be guarded against, are very important branches of agricultural training, and it may fairly be affirmed that a knowledge of such may now be obtained in National schools. As schools are not as a rule provided with suitable gardens or farms, practical training is barred. That pupils on leaving school do not succeed in having their newly-acquired ideas put into practice, cannot in fairness be put forward as a charge either against the system or the teachers. Everyone save the critic knows how chary the aged are of their empiric wisdom, and how much opposed they are to new-fangled methods, and by the time the school-boy of to-day holds the reins of control, a great deal of his

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knowledge shall have leaked away, at the same time I am hopeful that some seeds shall have remained which in happier conditions will germinate and fructify.

Needlework.—The progress made in this subject is satisfactory: needlework is now well taught. This improvement is mainly due to the programme in force for the last few years, and the rule that compels girls to spend one hour daily at it. This rule is on the whole faithfully observed, only a few violations of it have come under my notice. An exhibition of school-work was held at Clonmel, in June, 1892. A great many articles of commendable merit were sent in from the different schools, and the general opinion held about the exhibits was of a satisfactory character. I noted that the effects produced in the schools that competed were most salutary—a praiseworthy rivalry sprang up which had very beneficial effect on the pupils. Sewing-machine, and dress-making are taught in all the better schools with good effect.

The Alternative Scheme.

I regret that I am not in a position to report progress in the adoption and successful development of the industrial scheme for girls of Sixth Class. I fear it has fallen on a barren soil in this district. At first it was taken up by some of the most capable and efficient teachers, who entertained sanguine hopes of its successful issue: they gave it an honest trial, but the difficulties in the way of working it were so many and serious that one by one they sought exemption, and it is now confined to a few schools. The procuring of materials and the disposing of the worked articles were the chief difficulties.

Industrial Department.

The three industrial departments in operation continue to do good work, so far as their sphere of usefulness is concerned. A weaving department has been opened in connection with St. Joseph's Convent National School, in Carrick-on-Suir. Its inception was favourable, as it had the powerful support of Dr. Sheehan, the present Roman Catholic Bishop of Waterford; coming years will disclose its future.

Music.—The Tonic Sol-fa is steadily displacing Hullah's system in this district, and I am forced to confess that its introduction has led to a decidedly higher percentage of both singing pupils and of passes in music; it seems to suit better the capabilities of children. Progress in music has gone on in leaps and bounds, particularly in convent National schools. I attribute a good deal of this to the ease and popularity of the Tonic Sol-fa system as contrasted with Hullah's, but most of the progress in convent National schools is justly attributable to the warm support given by Most Rev. Dr. Sheehan to the spread and cultivation of Tonic Sol-fa. In most of these schools the requirements of the results programme for a pass are far outstripped by pupils ambitious of musical honours.

Drawing.—This subject is taught in all the convent National schools, and in about a dozen other schools. The results achieved show that a considerable amount of skill is attained in freehand. The efforts at shading are less successful.

Book-keeping is taught with fair success in a considerable number of schools; it is confined in a few cases to the Fifth Classes alone. I need hardly repeat the opinion I expressed formerly that such a knowledge of the subject is to all intents and purposes quite valueless, as it deals merely with the elementary parts of the subject and does not give the pupils an insight of the methods of dealing with the ordinary transactions of mercantile life. If book-keeping be taught at all in a National school, pupils should have an opportunity of studying a full course.

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Extra Branches.

The extras usually taught are sewing-machine and dressmaking, physical geography, domestic economy, and girls' reading book in girls' schools, and in boys' schools algebra and geometry.

The pupils presented in sewing machine as a rule show a considerable amount of deftness and technical knowledge; their drafting is always done in accordance with some approved method, and exhibits symmetry and just proportions. The examinations in physical geography manifest a want of intelligent teaching, although the subject is one very well fitted for the culture of intelligence. In domestic economy and girls' reading book the salient portions are mastered, the less important parts largely neglected—mere passes are as a rule recorded in it. Algebra is the most popular extra in boys' schools. A high percentage of those presented in the first year's course secure passes; the passes for second year show a very much lower percentage; few pass the third year's course. Geometry is attempted in a considerable number of schools, but the progress shown does not enable me to say that the work done is of much educational value. I conceive that the use of geometry as an educational factor largely consists in the development and cultivation of accurate reasoning; a flaw in the chain breaks the train of reasoning, and its non-perception shows that the reasoning faculty is so far dormant; hence, to say that a boy can make a *fair attempt* at proving a proposition is to ignore altogether the real use of geometry.

Irish Education Act of 1892.

There are four towns in this district affected by the compulsory clauses of the Irish Education Act of 1892, viz.:—Clonmel, Carrick-on-Suir, Cashel and Fethard. In the last town only has the Act been put into operation; Committees have been appointed in Clonmel and Carrick-on-Suir, but they did not proceed to the election of attendance officers; they await amending legislation. In Cashel a Committee has not been formed.

Free Schools.

Nearly all the schools of the district are now conducted as free schools; even those that were entitled to charge an excess fee found great difficulty in exacting it—particularly where neighbouring schools were free. Although the Model schools continue to charge pretty high fees, the attendance there has not suffered.

Savings Banks.

Your desire to have Saving Banks started in connection with schools as conveyed in your circular of last August, has not met with much response. The truth is I fear that pence are scarce in country districts; in a few town schools savings banks have been started with fair success, but in these cases inquiries show that the children of the well-to-do and not the poor are the depositors.

Residences for teachers.

It is with much regret that I have to report that few if any efforts have been made since my last report towards the better housing of teachers, notwithstanding the favourable terms on which such a desirable improvement could be carried out. In the past the cry used to be "no site is obtainable," recent legislation has removed this plea, which in many instances served as an excuse for unaccountable apathy; it is to be hoped it will be no longer heard. It should be borne in mind that the comfortable housing of teachers has a great deal to do with their health, energy, and orderly habits—three elements that very largely determine their efficiency as teachers. I conceive that habits of discipline and order rank of almost equal importance with literary proficiency in the education of children, and it is vain to hope that a teacher who has a comfortless untidy home can cultivate such habits in his pupils.

Order and Discipline.

While treating of discipline and order it is right to note that Results Examination day does not give a true test; the state of a school is

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Mr. C. Smith, District Inspector.

Clonmel.

much better known at incidental visits, and I must confess that such visits lead me to conclude that there is very considerable room for improvement in this respect. The untidy appearance of the school-room, the straggling in of late comers, the throwing of caps, shawls, &c., into an indiscriminate heap, the unkempt appearance of the pupils with loose shocks of hair streaming down their foreheads, their careless swagger up the room with eyes rolling about, the noisy chattering and confused ranks at class movements, the wild rush out to and in from playground, are features too common in schools visited incidentally. All this should be changed; it forms a very dark blot on the method of working primary schools. Again, it is not unfrequent that deviations from the Time Table are met with for which the excusing plea is too often heard—"I found them just a little weak in this subject, and I wished to give them some extra time." Such an excuse is either a confession of incompetence or a frail plea in excuse of negligence. It is needless to say that if successful work is to be done in a school—or indeed anywhere else—it must be done in accordance with some recognised system, and no excuse can justify a deviation from the Time Table; if it works wrongly let it be amended, but that some definite system in working a school should prevail goes without saying.

To some it will seem that there is a considerable amount of harshness in this report; to such the reply is that unpleasant truths should not be glossed over in soft words. I have tried to re-produce faithfully the general impressions on my mind, and I am in the happy position to state that the unfavourable notices apply to a very trifling percentage of the schools in my charge. Of most of them I am able to speak very favourably; good fruitful honest work is done therein. I only wish it were in my power to speak as truthfully and favourably of all.

I am, gentlemen, your obedient servant,

C. SMITH.

The Secretaries,
National Education Office,
Dublin.

Mr. James A. Coyne, District Inspector.

Mr. JAMES A. COYNE, B.A., District Inspector.

Tralee.

Tralee, 28th February, 1894.

GENTLEMEN,—I have the honour to submit to you, for the information of the Commissioners of National Education, my general report for the year 1893, on the state of elementary education in District 54, of which Tralee is the official centre.

The district, &c.

The district, roughly speaking, is a tongue of land extending about forty-three miles west of the centre between Tralee and Dingle Bays, with root extending eastward of centre about twenty-two miles. Its length is about sixty-five miles; its greatest breadth over twenty-three miles. It comprises the whole of the barony of Corcaguiny—famous for antiquities, among which is the renowned Oratory of Gallerus—the greater part of the barony of Truchanacmy, and portions of the baronies of Clanmaurice and Magonihy, of the county Kerry. Besides Tralee, which is the capital of the county, and a fine commercial town of over nine thousand inhabitants it contains three towns of over a thousand inhabitants each, Dingle, Castleisland, and Killorglin, and

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two villages of over five hundred inhabitants each, Castlegregory and Milltown. The inhabitants of the western seaboard, to a great extent, depend for subsistence on sea fishing, finding a ready sale for their fish in Dingle, whence it is exported in large quantities: the population of the district is, however, mainly agricultural.

Number of Schools.

To meet the educational requirements of about fourteen thousand children of school-going age, there are one hundred and eleven schools in the district, of which 101 are ordinary, 6 are convent, 1 is a monastery, 2 are poor law unions, and 1 is an infant national school. Of the 101 ordinary national schools, one is a new school, having been taken in connection from November last; and one, having been suspended owing to fall of average attendance, due to being in charge of an inefficient teacher, is now on its trial under a new teacher. There is also a vested school on the suspended list, closed owing to insufficient attendance, and amalgamated with male school adjoining.

School-houses.

Of the 111 schoolhouses in the district 29 are non-vested, 53 are vested in trustees, and 29 are vested in the Commissioners. The last-mentioned houses are, as a rule, kept in a satisfactory state of repair, and so are the majority of those vested in trustees; most of the non-vested schools, too, are very fairly kept. There are four or five schools which should be superseded by new schools, owing to defective state in regard to accommodation and want of repairs. Application for grant towards building new vested school to supersede one of these old schools has been made by manager.

There are fourteen schools without out-offices; in the case of three of these managers are making efforts to have defect supplied.

Classification and training of teachers.

The classification and training of the teachers of the district, exclusive of the conductors of the convent and monastery schools in which the capitation scheme of payment is adopted, are shown in appended table:—

—	P.	P.	II.	III.	Total.	Trained.
Principals, . .	8	12	48	39	107	52
Assistants, . .	1	6	34	52	93	24
Total, . .	9	18	82	91	200	76

It will be seen from this table that more than three-fifths of the teachers are untrained.

The rule by which no untrained teacher can obtain First Class (except in certain cases) is judicious; combined with the rule which refuses admission to the teaching ranks in case of a mere pupil, good results may reasonably be expected. For, in the first place, an eligible candidate for the office of teacher must know something about teaching, as he has already received training while monitor for five years; and, in the next place, the teacher who wishes to make the most of his profession is forced to become acquainted with the most approved methods of imparting instruction, which are naturally expected to be acquired in our Training Colleges. If managers confined future appointments as principals of National Schools to candidates who are at least in Second Class (preference being given to trained teachers), the results would be still more beneficial.

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Efficiency of teachers.

The great majority of the teachers are hard-working and efficient; notwithstanding, there is a considerable proportion of the schools in charge of teachers who are either inefficient or at best merely tolerable. In such schools the elementary principles of good teaching are disregarded; a visitor will find, at any given time, a certain proportion of the pupils idling; in many cases the time-table is not observed, the teacher, as well as the children, being ignorant of the proper succession of the lessons. The black-board, a powerful auxiliary in the hands of a good teacher, is seldom used in explaining the lesson. Such schools are never adequately provided with materials for working; pupils frequently depend on their neighbours for a temporary loan of a book, pen, or pencil, and the necessary apparatus are not always at hand to enable the teacher to begin, without loss of time, a new lesson after a change of lessons has been announced. Contrast the school in charge of the good teacher. Here discipline is well maintained: the pupils are acquainted with the time-table, and the order of succession of the lessons is carried out; necessary apparatus are at hand; written exercises are supervised; approved methods of instruction are adopted, and time and teaching-power are economised.

Care of the comfort of the pupils.

Moreover, the physical comfort, as well as the intellectual advancement of his pupils becomes a source of care to the good teacher. His school is warm and ventilated; constant fires are kept during the colder months of the year, the result being that a satisfactory average attendance is always maintained. With the indifferent and unsympathetic teacher the reverse is frequently the case. I lately visited two schools in the same quarter of the district, both under the same manager; in one a good fire was kept all day, the children were comfortable and worked with pleasure; in the other there was no fire, though the day was cold, the school presented a comfortless appearance, the comparatively few children present were literally shivering with cold, and business was proceeding in a lifeless manner. There are several schools in this district in which the attendance during the winter months could be materially increased by the teachers paying attention to the comfort of the pupils.

Monitors.

The number of monitors in the district at present is 100. Each monitor receives from the principal teacher instruction for three-quarters of an hour outside school hours every day, and is not permitted to teach for more than three hours during the day. The teachers conscientiously discharge their duties towards their monitors as required by the Commissioners' Rules. Comparatively few of the female and hardly any of the male monitors fail to pass their final examination. The male monitors, indeed, are stimulated by the hope of winning the valuable prizes under the Reid Bequest—the competition for which is very keen among the monitors of the various districts of the county Kerry. Two of these prizes—one of £22 and one of £16—were awarded to monitors of this district for 1893. I may here state that there is in this district at present no monitor in a school in charge of a third class teacher.

School accounts.

I have great pleasure in bearing witness to the honesty of the teachers in regard to the keeping of the school accounts. At every incidental visit paid to a school after 11 o'clock I call the roll of the school for the day, and in all, or almost all cases, find the entries quite correct. In some cases where the number of pupils present falls short of the number entered in the books, the names of the absent pupils recorded as being present are to be found on the Leave of Absence Book. In a very few cases the names of such pupils are sometimes not entered in the Leave of Absence Book—but there is a general freedom

from wilful falsification or misrepresentation in the school accounts. The chief defects are omissions—neglecting to register a pupil on admission, to enter age in proper column of Roll Book, to post Register at end of Results' Year, &c. *Appendix C.* Reports on State of Schools.

In 1892 a Parliamentary Grant was made to the National Schools of Ireland in abolition, partial or total, of school-fees. Schools in which the amount of school-fees received for 1891 fell below an average of six shillings per pupil in average attendance for that year were declared free. The schools in this district, with the exception of six, are free. The result of the abolition of school-fees is slightly increased average attendance in the schools. The proportional percentage of average attendance to average on rolls for 1893 is higher by 3 per cent. than the corresponding percentage for 1891. *Mr. James A. Coyne, District Inspector.* Tralee. Abolition of school fees.

To inculcate habits of thrift among the children attending National Schools, the Commissioners have established a system of School Savings Banks, by which any manager bringing his school under the advantage of the system affords an opportunity to pupils of saving the weekly pence, which before the abolition of school-fees formed part of the income of the teacher. I regret to have to report that only one manager, Rev. W. O'Callaghan, the energetic Roman Catholic Administrator of Tralee, has taken the matter up. This gentleman has brought the Blennerville M. and F. schools under the advantage of the Scheme, and intends to introduce it in the Strand-street and other Schools under his management. School savings-banks.

Over ten thousand pupils were examined for Results in the district during 1893; slightly over one-fifth of this number being in Infant Class. Of the Infants, one-third were presented in Kindergarten in addition to the ordinary course. These latter attended five Convent schools and the Infant school. Besides Kindergarten, in which the proficiency was generally satisfactory, the pupils of the Infant departments performed calisthenic exercises generally accompanied by 'action' songs. These exercises are valuable to young children in promoting graceful movement, in strengthening the lungs, in developing the chest, &c. They are, as a rule, carried out with precision, Pupils examined. Infants.

Although individual examination of infants may be dispensed with, it is the most satisfactory means of arriving at just conclusions regarding the character and value of the work done in preparation for the Annual Examination. Accordingly it is my practice to examine infants individually. Ninety per cent. of those examined passed. Reading and explanation.

Of all the branches which constitute the elementary education of a child, reading stands indisputably foremost. All other branches yield precedence to this, for before progress can be made in them reading must be acquired. By reading I mean reading with intelligence, with due attention to pauses, with proper inflection, with connected words properly linked—reading, which can be listened to with pleasure, and which conveys sense to the mind of the listener.

Such reading is extremely rare. I fear I could not name a dozen schools in the district where such reading could be found. It will naturally be inferred from this that explanation of reading lessons must be defective in general, and, indeed, such is the case. In the great majority of the schools very little attention is given to explanation, the teachers feeling satisfied if the pupils pronounce the words correctly. During my visits to the schools of the district, both for the purpose of holding the Annual Examinations for results and for the purpose of making incidental inspections, I impress upon the teachers the importance of having their pupils understand what they read. Some teachers appear to think that as no fee is paid for explanation, it is waste of

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time to teach it. To these I invariably reply that wherever explanation is neglected, there, as a matter of course, will there be a higher proportion of failures in grammar, in agriculture, and in other subjects, arising from the inability of the pupils to grasp the meaning of what they read. As a pass is awarded for mere mechanical reading, 94 per cent. of the number examined in this subject obtained passes. Were explanation essential to a pass, I venture to say that not 20 per cent. of the number examined would obtain passes.

Recitation of poetry.

In connection with reading, our programme requires pupils of Second and higher Classes to recite from four to six pieces of poetry correctly, and with taste. In several schools the requirements of the programme are carried out; in a great many schools, however, the pieces are recited without taste or expression, and in such a manner as to convey to a listener the impression that the pupil is ignorant of the meaning of the pieces recited. An improvement, however, is gradually being effected, owing to my invariable practice of requiring the pupils to explain the meaning of the pieces selected for recitation.

Writing.

Writing is as a rule satisfactorily taught to pupils of classes up to and including Fourth Class. It is not difficult to teach this subject to these Classes; all that is necessary being to select a suitable style of copy book, and exercise moderate supervision.

Letter-writing.

In the Fifth and Sixth Classes the pupils are able to write letters on simple subjects fairly well. They know how to commence and end letters properly, and address them to persons in different social positions.

The principal faults in the letters of the pupils are bad spelling, want of punctuation, misuse of capital letters, and the introduction of local vulgarisms. I shall mention two of these last—the first, the use of a verb in the third person singular joined to a plural noun or to the pronoun 'I', *e.g.* "I brings", "the men walks"; the second, the use of the word "carry" in the sense of "bring", *e.g.*, "He carried his cow to the fair." If the teachers made out lists of the vulgarisms peculiar to the locality, suspended same in the schoolroom, and referred pupils to these lists on every occasion necessary, they would succeed in stamping out, from the written language at least, such odious vulgarisms.

I have repeatedly pointed out the above defects to the teachers. Moreover, I require the letters to be written in a book specially set apart for the purpose, so that their number may be easily counted; and at every incidental visit I call for these letter books in order to ascertain what progress is being made in the subject since the Annual Examination.

Arithmetic.

Arithmetic is generally good. In a great many schools I observed among the First and Second Classes a general tendency to counting on fingers when performing the arithmetical operations required by the programme of these classes. In several schools, though the fingers were not used, the calculations were effected by running down the Addition Table until a desired number was reached. In no case do I give a satisfactory pass (No. 1) to children employing such means as described. Eighty-one per cent. of the pupils examined in this subject obtained passes. Notation and numeration, and mental arithmetic are, however, unsatisfactory.

Spelling.

Spelling is satisfactory in First and Second Classes, fair in Third, Fourth, and Junior Fifth Classes, and good in Senior Fifth and Sixth Classes. In the good schools exercises in writing from dictation are frequently given, are marked by the teacher, and invariably corrected by the pupil; the word in its correct form being written beneath the

exercise, and in many cases transferred to the end of exercise book for future reference. In the bad schools, on the contrary, dictation exercises are few, transcription taking their place, with little trace of supervision. I consider transcription a useless exercise for Sixth Class. It should be given sparingly even to Fifth Class, and hardly ever to Sixth. The latter class might be profitably engaged at letter writing, or at composition, during the time set apart for transcription. Eighty-one per cent. of the pupils examined in spelling obtained passes.

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Of the pupils presented in grammar, seventy per-cent. obtained passes. In Fourth Class the pupils are expected to be acquainted with the grammatical forms of the language—in other words, the inflections. As the English language contains few inflections compared with other languages, it might be expected that the grammar of Fourth Class should be generally satisfactory; yet the reverse is the case. Of the different classes of pupils studying grammar in the schools, the Fourth Class is invariably the weakest. This often arises from the fact that the pupils after leaving Third Class, are in many schools, set to syntactical parsing. In several schools I found that "me" was known to be in the objective case, because it was preceded by a preposition or a transitive verb.

Grammar.

With regard to the teaching of grammar to Sixth Class, which though not so weak as Fourth Class, is generally less satisfactory than either of the stages of Fifth Class, I am of opinion that a good many failures are due to the fact that the children rush at parsing the words in a given passage before understanding its general drift. It would be well if teachers elicited from the pupils the general meaning of a passage before setting them to parse it. I may add that few failures in this subject occur in schools where subject-matter is systematically taught.

For the successful teaching of geography maps are, of course, essential. All, or nearly all, the schools in the district are provided with suitable maps. I should be glad, however, to see every school provided with blank maps of Ireland and of Europe in addition to the educational maps in use. The blank map could be hung beside the corresponding educational map, and the last five minutes of the lesson devoted to examining on the blank map in what has been learned from the other. Seventy-two per cent. of the pupils examined in this subject obtained passes.

Geography.

Agriculture is the most backward of all the subjects taught. Only fifty-six per cent. of the pupils examined obtained passes. The subject is not presented to the children in an attractive form; no illustrations of the different crops sown, of the different machines used in farming, or of the different farming operations performed, are shown in the schools; and in schools where the subject is unsatisfactory the teacher will be found to have exercised very little skill in questioning his pupils on the subject. And here, as in the case of unsatisfactory teaching of grammar to Sixth Class pupils, it will be found that a good many failures occur in those schools where the teaching of subject-matter is neglected.

Agriculture.

An hour's instruction daily is given to needlework in every school in which this subject is taught—with perhaps one exception—in the district. The results are generally satisfactory, eighty-five per cent. of the pupils presented obtaining passes. Of the different operations comprised under the term "needlework," cutting-out is the least satisfactory. Patching and darning come next, but are improving. In all the schools finished garments are exhibited on the day of the examination—a pina-

Needlework.

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fore in Fourth Class, a chemise in Fifth Class, first stage, a grown boy's shirt (generally) in Fifth Class, second stage, and a man's shirt in Sixth Class. The pinafores are worn by the children themselves; it is pleasant on the day of the examination to see a healthy rivalry among the pupils as to who has the neatest pinafore to show to the Inspector, and to see the happy face of the little pupil commended for a neatly-made and neatly-trimmed article. Besides the garments, the higher classes make socks and stockings for the elder members of the family.

Industrial scheme.

I regret to say that the alternative programme for Sixth Class girls is not taken up more generally in this district. It is at present adopted in only nine ordinary and one Convent school—the Presentation Convent, Tralee. The difficulty of disposing of finished work and the cost of procuring materials are alleged as the chief reasons for not adopting the scheme. The novelty of the scheme and the conservatism of parents and teachers in preferring the old order of things are partly responsible for its non-success in the district.

Industrial instruction, Rule 52.

The Presentation Convent, Tralee, has an Industrial department under rule 52, established since 1889. About thirty extern pupils attend in addition to twelve or thirteen who have passed twice in Sixth Class, the branches in which they are engaged being embroidery, crochet, and lace-making. The work material is supplied partly by the nuns and partly by the pupils, and the work is disposed of by sale to the public, the pupils receiving some small remuneration in addition to learning the useful branches mentioned above. Two other Convents, the Presentation Convent, Castleisland, and Moyderwell, Tralee, have lately established Industrial departments under same rule. I believe much good will be effected, each in its own locality, by these Industrial departments.

Drawing.

Drawing is taught in twenty-five schools. Most of these schools are provided with Drawing Charts, from which, hung up before them, the pupils draw. The use of charts will produce correct ideas of just proportion. Of 1,233 pupils presented in this subject, 783, or 63½ per cent., obtained passes.

Vocal music.

Vocal music on the Tonic Sol-fa system is taught in four Convent and two ordinary schools; Hullah's system is taught in one Convent and two ordinary schools; and in one Convent the junior pupils were presented in Tonic, and the senior pupils in Hullah's system at the last results examination. In the last mentioned school the nuns had been teaching the Hullah or fixed Do system, but recognising the great superiority of the Tonic system wisely decided to adopt it, and so introduced it last year to their junior pupils with the intention of gradually dispensing with the other system. Of 730 pupils examined in vocal music, 548, or 75 per cent., passed.

Book-keeping.

Book-keeping is taught more as a science than as an art. As a science its introduction is attended with more or less benefit to the pupils. It is doubtful, however, whether the instruction imparted in this branch will be attended with practical utility in after life. Sixty-seven per cent. of those presented passed.

Irish.

Irish is taught in five schools situated in the western portion of the district where the language is commonly spoken. Of 159 pupils presented, 129, or 80 per cent., passed.

Other extras.

The other extra branches taught are Algebra, Geometry and Mensuration, Sewing Machine and Advanced Dressmaking, Cookery, Instrumental Music, and French.

In Tralee the school attendance committee appointed to carry into effect the compulsory clauses of the Irish Education Act of 1892 is working smoothly and satisfactorily. An attendance officer has been appointed, and is already doing useful service in promoting regularity and punctuality of attendance at the several National and other elementary schools in the town. Up to the present the attendances of the National schools in Tralee have been increased by about two hundred pupils, and further results in the same direction are anticipated in the near future.

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Mr. James A. Coyne, District Inspector.

Tralee.

I have the honour to be, gentlemen,

Your obedient servant,

JAMES A. COYNE.

School Attendance Committee, Tralee.

The Secretaries,
National Education Office,
Dublin.

Mr. EDWARD S. CROMIE, B.A., District Inspector.

Mr. Edward S. Cromie, District Inspector.

Killarney, 27th February, 1894.

Killarney.

GENTLEMEN.—I beg to submit for the consideration of the Commissioners the following general report on the condition of the schools in the Killarney district, of which I have been in charge since 1st February, 1892.

The district is almost entirely rural, for within its boundaries there are only two towns of any consequence—Killarney with a population of nearly 6,000, and Caherciveen with a population of 2,000. It comprises within its limits the baronies of Iveragh, North and South, Dunkerron, and nearly the whole of Magonihy. In no other part of Ireland are so many attractions offered to tourists and casual visitors on account of the really grand scenery, but unfortunately the land is very poor—in places almost sterile, and agriculture is in a very backward condition. Poverty therefore is prevalent throughout the district, and although adversity is said to nurture many virtues it has its inconveniences, except when we are dealing with poetic fancies. In any case the education in the district would be much higher if the struggle for bare existence were not so sordid. The importance of home exercises as a supplement to the teacher's work is universally admitted, but in many parts of Kerry even very young children are obliged to assist in heavy farm operations as soon as they reach their homes in the evening. Their mornings also are not free, and young lads are often physically exhausted before they commence their school work for the day. Nor are their home surroundings conducive to habits of study. I have recently seen houses so absolutely devoid of ordinary comfort, that I could scarcely realise that such miserable dwellings existed in Ireland.

The District.

In some cases this extreme poverty makes the children anxious to attend the school which is always fairly comfortable, but often in severe weather many are deterred from making the necessary journey—being meanly clad they suffer intensely from the cold. In the year 1893 the weather was unusually fine. As a consequence the attendance was high on the whole. In the latter part of the year, however, the effects

Attendance of pupils.

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Mr. Edward S. Cromie, District Inspector.

Killarney.

School buildings.

of a severe epidemic were felt and many schools were closed throughout the month of December. This involved a regrettable interruption in school work, but the injurious effects are passing away, and at present nearly all the schools are well attended.

It is a fortunate circumstance that in this district, where comparatively slight assistance towards the erection of school buildings can be provided locally, the managers have always made full use of the Government grants. Of the 126 schools under my charge, 78 are vested in the Commissioners, 33 are vested in the Trustees, and only 15 are non-vested. When I was appointed to the Killarney district fifteen school buildings were of bad construction. This number has now been reduced to eleven, and I confidently expect that in the near future a further reduction to five will be effected. If my expectations are fulfilled, few, if any, districts in Ireland will be so well supplied with good suitable school-houses.

I have not, however, found that the teachers keep their schools so neatly as might reasonably be expected. To my surprise I have had occasion in many instances to call attention to the fact that the walls and floor were dirty, that dust was accumulating on the school furniture, and that the tablets and maps were suspended without any regard to symmetry or effect. I have always considered these as serious defects, for unless by setting an example of neatness and propriety a school promotes these qualities amongst the pupils, it will not have fulfilled some of its highest functions.

In all parts of Kerry there is an abundant supply of turf which can be procured at a cheap rate. Good fires therefore are provided in all the schools, which as a rule are well ventilated and in a good sanitary condition. The material comfort of the pupils therefore is well attended to, and the children are in consequence induced to attend with fair regularity.

Abolition of school fees.

The abolition of the school fees so far has not had any marked effect on the attendance. For years the managers had made every allowance for poor children, and had effectually guarded against the exclusion of any on account of inability to make the usual payments. The relief effected in 1892 therefore, while it increased the remuneration of teachers, did not cause any appreciable difference in the numbers of pupils coming to school. I have made a comparison of the numbers attending in 1892 and 1893. There is no marked increase noticeable in the latter year, but in fact in many cases a decrease is to be observed, and where an increase has taken place other causes produced it.

Compulsory clauses of Education Act.

Up to the present the compulsory clauses of the Education Act of 1892 have been inoperative, as the Town Commissioners of Killarney refused to take part in the selection of an Attendance Committee.

School savings banks.

The School Savings Bank system has not yet made any progress in this part of Kerry. I have repeatedly directed the attention of the managers and teachers to its benefits, but it is said that since 1892, the farmers have been making little money. It is also stated that in former years the parents paid the fees at the end of the quarter or half year in a lump sum, given by them directly to the teachers and not through the intervention of the children. The latter as a rule were quite ignorant of the fact that school fees were paid, and the recent change did not concern them. It did not mean any increase in their pocket money; very rarely do they receive any pence from their parents to spend on themselves, and in consequence I fear that in all probability in so poor a county as Kerry the school system, as distinct from the Post Office system, will not confer any considerable benefit on the pupils.

It will doubtless prove useful in other parts of the country where the possession of a few pence does not seem to the children to be so far outside the range of probability.

With respect to literary instruction I can scarcely report that this district occupies so high a position as several others in which I have been engaged. In a great many schools there is a want of finish in the work, which, though fairly useful, could easily be rendered more effective. From time to time I have noticed serious defects in method, although, as a rule, the teachers are industrious. For instance, many teachers labour under the mistaken impression that Reading is an easy subject to teach, and one that does not require such strict attention as others which they consider more important. I have rarely observed a teacher read a sentence as an example to the pupils. On the contrary, the children are allowed to hurry over their lessons in a mumbling indistinct style, without attention to pauses or inflections. The explanation of the subject-matter of the reading lessons also is frequently neglected to a serious extent, and on several occasions I have had to report very severely on an utter want of care in this respect. Recitation of poetry is another branch in which I consider very great improvement is to be desired in this district. To recite a poem with taste and expression, and with due regard to accuracy of pronunciation, is a valuable exercise, but when pupils carelessly repeat poems, the meaning of which they do not clearly understand, their memories are burdened to no purpose. I have therefore insisted on a more careful and tasteful preparation of poetry throughout the district.

As a general rule Writing is well taught, but there is a tendency to dispense with proper supervision while the pupils are actually writing. In consequence, the children copy their own mistakes, and when this occurs the so-called writing lesson instead of proving beneficial is positively injurious. Undue importance seems to be attached to directions as to sitting and the method of holding the pens. Ungainly postures certainly should always be corrected, but I take it that progress in penmanship depends on the care with which each letter is formed and the closeness of the imitation of the headline, provided the latter is a suitable model, which is the case in the series now in use in the National Schools.

A want of care is also frequently exhibited in the revision of the written exercises of the senior pupils. This defect, always hurtful, is fatal in the case of letter-writing and spelling exercises. In one school which I visited lately the teacher made the children write the accustomed number of dictation exercises which for some months she had never revised. Of course under the circumstances spelling was very inefficiently taught.

Grammar is a subject offering special difficulties to the unskilful teacher, and there is no one therefore in which faulty methods are more prevalent. In fact the subject is often approached from the wrong direction. Instead of commencing from what the children know and understand, complex rules and subtle definitions are—I hope I can now say *were*—learned off in many schools, and then applied to simple sentences. That is to say the teacher explains to a child the force and construction of words and sentences which he already understands by means of terms and expressions which are meaningless to him, and which only serve to bewilder him.

In the junior classes also lists of pronouns, adverbs, and such words were committed to memory by the pupils. This is a useful, and indeed necessary, but not the only or the most important grammatical exercise.

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In fact quite too much attention was devoted to rote-knowledge. I have endeavoured, so far as lay in my ability, to show that I was better pleased when the pupils exhibited an intelligent apprehension of what they had learned than when they proved that they were possessed of a miscellaneous book knowledge to be forgotten as soon as the text books were laid aside.

Home lessons.

I have remarked before that the preparation of home lessons is unsatisfactory. This, however, I have shown is not due to carelessness on the part of the teachers. In a great measure it is their misfortune, not their fault, that this valuable supplementary exercise is often neglected.

The foregoing are the most prevalent defects I have noticed in the literary instruction of the pupils. They are, of course, absent in the very well conducted schools, while in the inefficient they are found in conjunction with others as glaring.

Cla ssification of the scho ols.

Roughly speaking there are twelve really excellent schools in the district, about twenty good useful schools, while the remaining ninety-four range from the latter limit down to the very inefficient. At least nine schools touch the lowest limit. This suggests the consideration, why should such schools be allowed to exist? Many young and energetic teachers are obliged to turn to other pursuits for want of employment in the profession suited to their capacity and training, while hopelessly bad teachers are in possession of what should be good schools. So far from meeting cases of capricious dismissal the only fault I find in the management of the schools under my charge is, that out of mistaken kindness useless teachers are retained when their services are worthless. The maintenance of one individual in a comfortable position should not be allowed to ruin the education of a locality for a generation.

Monitors.

The training of monitors for their future duties receives fair attention on the whole, especially from the male teachers. The Reid prizes which are offered to candidates from the County Kerry afford a valuable incentive to close study. I observed with pleasure that the monitors of this district carried off six out of the twelve prizes awarded at the examinations held in July, 1893.

Industrial instruction.

With regard to the industrial instruction of the pupils, I have to report that the alternative programme in needlework for Sixth Class girls has obtained a fair hold in this district, and that exemption from its provisions has been claimed in eighteen cases only. As the scheme has been in operation for four years a fair estimate of its merits can be formed. The chief difficulties encountered are the want of suitable materials, and the opposition of the parents. The latter in many cases consider that their girls could be more profitably employed in "sewing" schools, that is dressmaker's establishments where sewing is taught in consideration for the assistance necessarily given when the girls are able to work expertly. These so-called schools, however, do not offer additional facilities to those enjoyed in a well-conducted National School, and they are devoid of many advantages. The enforcement of disciplined habits and the cultivation of literary taste are both absent.

The other objection deserves more consideration. Undoubtedly many of the homes of the children are frequently unable to provide materials for new garments, although it must be admitted every facility exists for an extensive course of instruction in patching and darning. At first it was thought that the garments made in the schools could be sold, and that the cost of the materials would in this manner be defrayed. In most of the poorer parts of the district, this hope has proved fallacious,

and it has been found practically impossible to dispose of the articles by sale. *Appendix C.*

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Mr. Edward S. Cromie, District Inspector. Killarney.

In the Killarney Convent School, lace work is taught with success. At the last Results Examination the Sixth Class pupils exhibited specimens of considerable merit, and were able to work with as much expedition as could be expected in such a tedious process as lacemaking. Good prices being obtained for these articles, a satisfactory return is secured for the time and trouble expended.

In the Bunaneer Female School the pupils have recently distinguished themselves in embroidering a table cover in silks and gold. This cover which was specially ordered for sale at a bazaar is one of the most elegant I have seen for a long time, and the fact that the work was done in a National School reflects the utmost credit on both teachers and pupils.

In the other schools dressmaking and the knitting of jerseys, wraps, and similar articles are the branches most usually adopted. On the whole a strikingly high proficiency has not been reached, but it is certain that serviceable work is being done.

No infringement of the rule with reference to the hour's instruction in needlework has come under my notice. All the pupils enrolled in classes above the third spend a considerable time in making new garments for themselves or their sisters, and in repairing dresses that have already seen some service. Rule 9.

Whilst therefore the instruction in needlewook is not uniformly successful, the great majority of the children are learning much that will be extremely useful to them in afterlife.

In a rural district such as Killarney the importance of systematic instruction in agriculture cannot be overlooked. At present the instruction in this branch is mainly theoretical, and therefore not so useful as if the boys were accustomed to take part in the actual farm operations under the supervision of a skilled teacher. To read from a book what treatment potatoes require in the different stages of their growth does not ensure that the average boy will be able to utilise his knowledge unless he sees the crop grown by an experienced farmer. If, however, agriculture is well taught boys should find even this book knowledge highly useful. For example, they learn from the text books the cause of the destruction which some corn crops suffer from the ravages of the wire worm. When the time comes for them to have farms of their own, if they see their crops suffering in this way they should be able to recognise the cause and to apply the remedy. In a county such as Kerry where agriculture, particularly in the south and west, is at a low ebb the knowledge acquired by the pupils in the schools should effect some reform in future. Agriculture.

Three schools—Sneem Male, Dirreendarragh Male, and Ballinskelligs Male have model farms in connection. These farms are inspected by the agricultural superintendent, so I am not able to say whether they are conducted in a manner likely to be useful to the different localities.

A school-garden in connection with Masterguihy National School was recognised in 1892. I inspected it in August, 1893, but so far the progress made has not been great. With longer experience I believe that the teacher will be able to secure better results.

Nothing is more calculated to arrest the attention of a visitor to this county than the absence of good cottage gardens. Except in a few cases, flowers are never cultivated, fruit trees are never planted, and in addition to potatoes and cabbages no vegetables are raised. Materially, flowers may have no practical value, but the cultivation of a neatly laid

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out flower plot has a truly refining influence. From the aesthetic point of view even the large farm houses throughout the district are entirely devoid of the slightest attractions. On the other hand, material prosperity might be decidedly increased if attention were devoted to the raising of some of the more useful vegetables, but complete apathy prevails in regard to such matters.

This local indifference will effectually prevent any extension of technical instruction for some time at least. Nothing would benefit the farmers more than some improvement in their dairy arrangements. Every year a great amount of money is lost in consequence of the careless way in which butter is prepared for the market. It is badly washed, different qualities are mixed up in the same firkin, which is often dirty, and in general the butter is not produced in a fit state for the consumer. Evidently with a little care a great increase in the price obtained could be secured. I remember two years ago when the Commissioners offered special facilities for itinerant dairy instruction. I brought the circular then issued under the notice of the managers of schools and several dairy owners. A languid interest in the project was displayed, until it was discovered that the entire expense would not be defrayed by the Government; immediately the desire for dairying instruction collapsed, and the different localities remained without the intended benefits. If such a lamentable apathy is displayed where the advantages are so apparent greater readiness for improvement cannot be expected where they are not so immediate.

Technical instruction.

I consider that the National School cannot properly be utilised for advanced technical instruction. Such instruction must be provided in special departments, under the direction of skilled experts. The boys are not able to avail themselves of its advantages until they reach the age at which their school course ends. At the same time simple mechanical operations, likely to be afterwards useful, could be taught as an extension of the Kindergarten system.

Kindergarten.

This system is practised in three schools only. Tolerable proficiency has been acquired, but originality which would seem to be its most important feature has not been attained. There is a sameness in the exercises with an inability to vary them which is discouraging. The games also are not of a character likely to add any interest to the children's work. In these respects several alterations have recently been effected which will most probably prove beneficial.

Discipline.

In order that a school may prove efficient it is absolutely necessary that discipline should receive the strictest care. This part of the teacher's duties, therefore, always receives my best attention. In very many instances I have had grounds for adverse criticism. Suitable arrangements for giving out and taking up slates and copybooks were in many cases neglected, so that much valuable time was lost. Classes were placed on the floor with little regard to symmetry or order, the pupils stood irregularly in drafts when receiving instruction, and the class movements were awkwardly executed. At the end of a lesson discipline often appeared to be lost sight of, and the change from floor to desk was made amidst general disorder and confusion. My predecessor frequently referred to these defects, with a view to effecting improvement, and I have endeavoured to continue his good work. During the last two years, I believe, that substantial progress has been made throughout the entire district. Most assuredly in many individual cases the change for the better is undoubted.

In many schools when a question was put to one member of a class by the teacher or inspector, other pupils immediately answered, wtihout

waiting until they were addressed, or else they repeated the answer in a low tone, but in such a way that it could be heard by the pupil under examination.

There are some schools under incapable administrators in which these defects are still prevalent, but in these cases the teachers are either indolent or otherwise inefficient, and literary instruction is also in a low condition.

Children's recreations.

The recreations of the children are of considerable importance, but teachers, as a rule, think that they lie outside their sphere of duties. It is a point where the over-anxious teacher with the best intentions might err, for remove the element of spontaneity and the children's games are spoiled. The teacher should see that the pupils do engage in some recreation at play hour. He could give help in procuring cricket bats, handballs, &c., for the children, who should be given a free choice in their amusements. All symptoms of unfair treatment, or of boisterous rude behaviour should be repressed. Thus habits of self-restraint, and of consideration for the feelings of others, could be inculcated in the way most pleasing to the boys themselves.

Before concluding, I wish to refer briefly to the instruction given in the extra branches.

Vocal music.

Vocal Music is taught in three Convent schools and in three ordinary schools. The value of this subject is so great that it is a regrettable fact that so few schools adopt it as a portion of their programme. As a training for the voice it is unequalled, and besides the children look on it as an agreeable relaxation from their other duties. The Convent schools are now adopting the Tonic Sol-fa system instead of Hullah's. This change is to be welcomed. In the former everything the pupils practise is a preparation for enabling them to cope with something new, but in the latter, while the pupils may be able to sing the passages occurring in the sheets selected for examination, they fail to sing new passages at sight.

Drawing.

Drawing is taught in twenty-four schools, but this number will be increased in the course of the present year. So far the proficiency is only moderately satisfactory. There is a great tendency amongst the teachers and pupils to make too free a use of guiding lines. As a training for the eye, therefore the subject as taught is not so serviceable as it should be. In several cases mechanical aids were used such as measuring with strips of paper or rulers. These defects are gradually disappearing as the teachers see how injurious they are to true progress.

Other extra subjects.

The remaining extra subjects are not extensively taught. The teachers cannot expect to secure satisfactory results in them so long as the irregularity of the pupils' attendance remains so great as it is at present.

Conclusion.

In conclusion I have to report that, although the state of education in this district leaves much to be desired, on the whole steady progress is being made, and a retrograde tendency is to be observed in scarcely any school.

I am, gentlemen, your obedient servant

EDWARD S. CROMIE,
District Inspector.

The Secretaries,
Education Office.

Appendix C.

Reports on State of Schools.

Mr. R. W. Hughes, B.A., District Inspector.

Bantry, 5th March, 1894.

Mr. R. W. Hughes. District Inspector.

Gentlemen,—I have the honour to submit, for the information of the Commissioners, my first General Report upon the Bantry district, of which I took charge on 1st March, 1892.

Bantry. District.

The country comprised in this district includes the three mountainous peninsulas which lie between Kenmare Bay, Bantry Bay, and Dunmanus Bay, and the South Coast, and stretches eastward into the counties of Cork and Kerry. It is thus naturally divided into four parts, whose centres are the towns of Bantry, Castletown-Bere, Schull, and Kenmare. The first three are in County Cork, the last in Kerry.

A country so wild and barren, with isolated glens and remote valleys having little communication with the outer world, and few resources within their own limits, must of necessity be in a somewhat backward state as regards education. In many ways, however, the great physical difficulties, added to the poverty of the population, have been overcome partly by the efforts of the managers to have education brought within reach of the people, and partly by the earnest wish of the parents themselves that their children should enjoy the benefits of the National system of Education. My Report, therefore, though noticing some defects, must record good work done from an educational point of view.

Number and classification of schools.

There are at present 131 schools in this district. Four of these are in connexion with three Convents, four are Poor Law Union Schools, and the rest ordinary National Schools. Of the latter, three have been taken into connexion since my appointment here. Two of these are under Irish Church management, and one under Methodist. These new schools will, I am sure, prove a benefit to the localities in which they are situated, as I find, on my visits of inspection, that not five per cent. of the pupils have ever before been enrolled in a National School.

School buildings.

Of the 131 schools there are 53 vested in the Commissioners of National Education, 13 vested in trustees, 4 Convent Schools, and the remainder, 61, are non-vested. In my visits to these schools I have been greatly struck with the contrast between the buildings of the vested, as compared with the non-vested schools. In the former are to be found comfort, light, ventilation, and, in the majority of cases, adequate accommodation. Add to these a general appearance of neatness and order within and around the buildings which must of itself have an educating and refining influence on children whose home surroundings are, in so many cases, the direct opposite. In many of the non-vested schools, on the contrary, the buildings are in a poor state of repair, are badly lighted, badly ventilated, and are, as a rule, overcrowded. Little or no attention is paid to the outward appearance of the house and premises, and in 36 of them out-offices have not been provided. The furniture, too, presents the same contrast, and detracts from the usefulness of the school, while it adds largely to the discomfort of both teachers and pupils. It is a difficult matter to see how these defects can be remedied under existing arrangements, as there are no public funds available for such a purpose, and in so poor a district managers find it almost impossible to provide the means of making improvements. About 40 schools have not sufficient accommodation for the number of pupils on rolls, especially during the seasons when the

children are not kept at home by farming operations. This deficiency, however, is being gradually remedied by the efforts of the managers who have either enlarged such schools, or provided new and larger buildings. During the past two years, a fine new schoolhouse has replaced the old and dilapidated one at Dirreenlamane. Four new schools are in process of erection at Ballydehob and Cluin, and steps are being taken to provide several others.

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The average number of pupils on the rolls of the district is 11,721, with an average daily attendance of 8,132. This is not by any means a low proportion, when one considers how very bad the roads are in many parts of this wild and rugged country. They are often mere mountain tracks, crossed sometimes by torrents that in the winter either necessitate absence from school entirely, or a long journey round too great for young children. Besides, there have been unfortunately during the past year in the country lying round Kenmare and Castletown, several recurrent epidemics of influenza and fever. In the latter district a few schools had to be closed for some time; and in the former the attendance was seriously reduced. It is doubtless due to these epidemics that the number of pupils on rolls has not materially increased as might naturally be expected from the abolition of school fees in almost every school. That this step will eventually result in great good to the cause of education, there can be no doubt. Besides relieving the very poor families of what was, though small in amount, yet a severe tax on their limited earnings, it assures the teachers of part of their income that was previously extremely precarious.

Causes of non-attendance.

No steps have been taken to introduce the scheme for schools' saving banks, a circumstance much to be regretted, as it is so simple in its details as to be easily understood by children, and if practised would train them to habits of thrift and economy. The people of this district, are, as a rule, so very poor that it is not much to be wondered at that the scheme has not been adopted.

School banks.

Although the numbers on rolls have not increased during the year there is a perceptible increase in the average attendance of pupils. This is doubtless due to the long continued summer weather of last year, which enabled the younger children to attend better. From the same cause the number examined by me for results has also shown some improvement. This year's total reaches 9,416, as compared with 9,091 of last year.

Increased average attendance.

There are four schools in the district in connexion with the convents of Bantry, Kenmare, and Castletown-Bere. In these, there is an average on rolls of 1,119, with an attendance of 804. There were 908 pupils examined for results. I cannot speak too highly of the character of these school buildings for beauty and suitability, of the neatness and cleanliness that prevail everywhere in and around them, of the care and attention the children receive from the ladies in charge.

Convent schools.

The total number of classed teachers in the district is 196. Their classification is as follows:—

Teachers.

1^1	10
1^2	24
2	88
3	74

These numbers indicate a steady improvement, there being an increase in the higher grades and a corresponding diminution in the lower, during the past two years. The same advance may be found in the number of teachers trained in the different Training Colleges, there being now about 45 per cent. who have availed themselves

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of this means of improvement. I find it is the younger teachers who are anxious to have the advantage of a training course, in order that they may attain First class if possible. It is these teachers too who pass successfully through the different grades of their classification, as the habits of study formed in the Training College are kept up, and the assistance they have received from the professors in the initial stages of the more difficult subjects in their curriculum, enables them to continue their reading with success when they return to their schools.

Character of the untrained teachers.

On the other hand the older untrained teachers shrink from attempting the long and severe course of study, in addition to their ordinary school work. The fear of failure out-weighs all consideration as to the advantage promotion to a higher grade would mean, both to themselves and their schools. It is a great pity that they are content to remain stationary in the lower grades, as some of them are among the worthiest teachers in the district.

Of the teachers generally.

Of the majority of the teachers I can say that they carry out their important and laborious duties most conscientiously, and that the efficiency of their schools is in many cases all that can be desired. The school accounts are on the whole, kept neatly and accurately, very few cases of falsification having come under my notice. Occasionally errors are to be found in the books, but these are the result of inadvertence or carelessness, and do not occur through any dishonest intention.

Teachers' residences.

It is a matter of regret that advantage has not been more liberally taken of the generous provisions of the Act to supply teachers with proper residences, two only having been built during the years I have been in charge. When replying to my representations on this subject, and on the necessity for new schools, managers complain of the difficulty of obtaining suitable sites. In no instance have they made use of the Act for the compulsory granting of sites. Many teachers are at present compelled to walk long distances to their schools, a fact which certainly does not increase their efficiency as school keepers. Were residences provided in such cases, the teachers could more easily be punctual; would be more fitted physically for the day's work, more inclined to spend their leisure hours in preparation for the next day's duties, or in study with a view to higher classification.

Improvement in teachers' position.

It is a matter of congratulation that the position of the teachers from a financial point of view has been greatly improved by recent legislation. The grant in lieu of school fees has assured a part of the income which previously was not much to be depended upon in poor and rural districts. The increase in salary, and the bonus to assistants, are incentives to higher classification. All these benefits combined, tend to raise the status of the teacher, and to induce men of higher abilities to enter and remain in the service of the National Board. The effect of this on the general education of the country must be very beneficial indeed, for, as far as my experience goes, the failures in school keeping arise, not from laziness or carelessness, so much as from sheer inability on the part of teachers who have entered upon such arduous and intellectual work without sufficient mental qualifications for it.

Monitors.

The monitorial staff numbers seventy-five. As a rule the monitors receive careful instruction from the teachers in whose schools they are employed. This is proved by the fact that not one failed in passing the prescribed examination last July, while two obtained first and third places in the competition for the Reid prizes in Kerry. These monitors are, as a rule, of great assistance to the teachers, especially during the last three years of their service. At my incidental visits I have had

opportunities of hearing them teach a class, and in many cases their style and their command over the children they had in charge far exceeded my expectations. The position of monitor is eagerly sought after by the elder pupils, as there are so few openings here for young persons to earn their livelihood, so that the supply of candidates is practically unlimited. The chief difficulty with regard to monitors, is to find employment for them after their term of service has expired. It is impossible for all to obtain appointments as teachers, and it seems rather a hardship that they should be compelled to seek other spheres of labour after five years spent in educational work. I consider therefore, the number of monitors should be as few as possible, and they should only be given to schools in which they are likely to receive an effective training. Many of the monitors now compete at the July examinations for admission to the several Training Colleges, when they have completed their five years service. This step must produce a high class of teachers, as only the best are successful, and when these have had the benefit of a two years' training course, added to their five years' service as monitor, the habits of study formed, and the amount of experience gained, must tend to improve their intellectual power and usefulness in the cause of education.

Reading.

This subject, the first and one of the most important items in the school programme, receives less attention and care than it ought to have from its high place as a factor in education. The merely mechanical part is not neglected, as the children rarely fail in being able to pronounce the words correctly. This seems, however, to be all a great number of teachers aim at. It is rare, indeed, to find what may be called intelligent reading, that is where the pupil evidently grasps the meaning of what he reads. It is rarer still to find tasteful reading. But, I suppose, as the time that can be devoted to this subject precludes great efforts being made to attain a tasteful style, it need not be expected. Intelligent reading ought, however, to be insisted on, especially in the higher classes where, unfortunately, it is less frequently to be found. Could the teachers be brought to see how much depends on this subject being well taught; how his pupils' general intelligence would be brightened; how their progress in grammar, letter-writing, &c., would be assured; more time would certainly be devoted to the subject. There are, I am glad to say, teachers in the district who give reading its due prominence, and always with the results indicated here. I often find that pupils can, parrot-like, repeat the meaning of the words given at the heads of their lessons, but have no idea whatever of applying these meanings to the words as they occur in the text, and make ludicrous mistakes when one attempts to induce them to do so. The only remedy for this mechanical style of reading is to devote more time to the explanation of the subject matter. I may here notice how few of the young teachers prepare notes of the lessons they intend to take up next day. Yet such preparation is absolutely necessary to them if they intend to make their teaching thoroughly effective.

Repetition of poetry.

The same grave errors, intensified and proceeding from the same cause, may be found in the repetition of poetry in many schools. When indistinctness of enunciation and rapidity of utterance are added to the want of understanding of the text it often becomes a painful experience to listen to the confused muttering which is supposed to be the repetition of poetry. Of course this state of affairs is only to be found in the worst schools.

Writing.

Writing is well taught in this district, indeed in some of the country schools in my charge I find penmanship that would compare favourably

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with that of our best taught city schools. The habits of care, neatness, and attention required to produce this result are as valuable as the art itself, and their presence may be seen in all the work done by the children. In such schools the written exercises are characterized by accuracy and neatness, and the work of correction is considerably lightened thereby. I find that some teachers use a variety of copy-books, a course which is not calculated to give a decided and finished style of writing to their pupils. In these cases I have advised that one set be adhered to throughout. Sufficient practice in writing with only one guiding line was not always given to Fourth Class, and in consequence I found in some schools most irregular and untidy dictation exercises in that class.

Arithmetic.

This branch of the programme is regarded alike by teachers and pupils as the most important of all, and consequently receives a considerable share of attention, perhaps more than it ought to have. Failures in arithmetic are comparatively rare, and are looked upon by the children as a greater disgrace than failure in any other subject. This is doubtless due to the fact that promotion to a higher class in such a case is denied them by the teacher. That part of the subject on which the pass mark does not depend is often neglected. It is only in a few of the best schools I find the pupils proficient in mental calculations, and able accurately and quickly to work an exercise in compound addition. In the junior classes notation, numeration, and tables, almost always receive their due amount of attention.

Spelling.

This is a subject which is most unequally taught in the district. In some schools the dictation exercises require few corrections, while in others they are fairly bristling with errors. This points to the fact that the fault lies entirely with the teacher, as spelling is a mechanical subject which only requires unremitting care and attention from him. It is this necessary drudgery, and the somewhat uninteresting nature of the subject, that causes the teaching of it to be shirked even in some good schools. I find, sometimes, too much time devoted to the long and more difficult words in the lesson books, as it often occurs that dictation exercises containing many such words are correctly gone through, while the letters of the same pupils are full of errors in words of every day use. This occurs very frequently, even in Sixth Class. The worst dictation exercise is usually to be found in Fourth Class. Phrase spelling and transcription in the junior classes, which are such useful aids in learning this subject, receive due attention.

Grammar.

Grammar is the subject which is least successfully taught, and this is true of all the classes from Fourth to Sixth. Third Class usually exhibit a fair knowledge of their part, but that is because their course in grammar is so very limited. It is a matter of regret that the senior classes are so weak in this subject, as, in my estimation, it ranks next to arithmetic as a means of training the mind to habits of connected thought, and as such ought to hold a high position with everyone engaged in educational work. When children have learned to recognize the relation that exists between the subject, verb, and object, in a fairly difficult sentence, they must in the first place thoroughly understand its meaning, and secondly, have reasoned out the relations of its different parts for themselves, and surely these are two important points gained. It is this difficulty in drawing out the thinking powers of the children that causes the failures in grammar in the senior classes. The fact that the subject, as it is now taught, does not make the pupils speak and write correctly, does not lessen its educational value. The gross errors one often hears from the children, or finds in their letters, are due to

hearing them constantly made use of at home. They might easily be eradicated in school if the teacher carefully avoided falling into them himself, and took every opportunity of correcting them from day to day.

In all classes except Sixth geography is well taught throughout this district. The greater number of the schools are provided with good maps, and the teachers make frequent and careful use of them, with the result that the pupils show familiarity with the different features of those prescribed.

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Geography.

The more minute acquaintance with the geography of Ireland required from Fifth Class, Second Stage, is not always so thoroughly studied as the map knowledge in the classes below it. The weakness of Sixth Class in this subject is, I believe, due to the somewhat extended nature of the programme, which is known only in schools where home lessons are carefully and diligently prepared. The Mathematical Geography required from this class is seldom neglected, and seems to be a popular lesson with the pupils. This, however, cannot be said with regard to map-drawing, which receives very little attention, except in a few schools.

Agriculture.

The text-book on Agriculture is usually well prepared by the pupils of this district, especially in the Fifth and Sixth Classes. I find a good deal of deficiency in this respect in the Fourth Class, as the programme there is rather an extensive one for such young children. That the theoretical knowledge acquired will have much practical effect in the after life of the boys and girls who study the subject is a matter of doubt from two considerations. In the first place a good deal of the teaching is unfortunately rote work, and it is only too apparent that the children do not understand what they are talking about. For example, every child can repeat glibly the Norfolk four-course rotation, but very few, indeed, can say what crops should be cultivated the fifth year, when this rotation is adopted, or what proportion of the farm will be found under the different classes of crops each year. In the second place, in the western portions of the counties Cork and Kerry, included in the Bantry district, few opportunities of practising the principles of agriculture, as laid down in the text-book, will ever present themselves in the after experience of the children. The arable land consists mainly of small patches on the lower slopes of the hills, where spade labour alone is available, and few of the children, even in the rural schools, have ever seen the commonest farming implements, such as a plough, grubber, &c. In many mixed schools, and in some female schools, this subject is taught to girls.

School gardens.

In connexion with agriculture I may mention the two school gardens that exist, in which the pupils receive practical instruction in cottage gardening. They ought to prove very useful adjuncts to the theoretical teaching received in the school.

Needlework.

This most necessary part of a girl's education receives, I am glad to say, the amount of attention which its importance merits. In many schools the work produced is of an excellent description, and reflects great credit on the care of the teachers, and on the industry and neatness of the pupils. The regulation which insists on an hour's needlework daily, has had a very beneficial effect on the character of the work done, as the girls now take a pleasure and pride in the garments they make for themselves, and thoroughly enjoy the lesson in needlework—"Cutting-out," too, which was formerly entirely neglected, is now a part of the programme, and is a most useful addition to the practice of sewing neatly and skilfully. Patching and darning, two other require-

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ments of recent years, are gradually improving, and their practical importance cannot be overrated.

Alternative scheme.

The Alternative Scheme for Sixth Class girls is not popular with managers or teachers, but this arises chiefly from the difficulty of providing funds to furnish materials for the work, as it is hopeless to expect the parents to do so in these poor localities. It is, however, in operation in about a dozen schools. These are generally situated in or near the towns, and are the larger schools, with a sufficient staff of teachers. Only one of the three convents, Kenmare, has adopted this scheme, and in this school it is carried out in a thoroughly business-like way, so that its complete success is assured. In the other schools in which it is being worked, it is successful, though in a much less degree.

Advanced dress-making.

Advanced dressmaking and sewing machine is taken by some schools as an extra subject. I cannot commend the cutting-out, as no scientific principle appears to be adopted. The dresses, however, which the girls make are in many cases very neat, and seem to give great satisfaction to the makers and to all concerned.

Work-mistresses.

There are ten workmistresses employed in mixed schools taught by male teachers. These form a very necessary and useful addition to the staff, and their services are highly appreciated by the parents of the children. There are a few other schools where the need of a workmistress is greatly felt, and I am glad to say the managers are now taking steps to have one appointed in the cases where the average warrants it.

Kindergarten.

In only three schools is Kindergarten in operation. These are the infant departments in connexion with the Convents of Bantry, Kenmare, and Castletown-Bere, and in them the system is very well carried out, and is a source of the greatest attraction and interest to the little pupils. There are only two other infant schools in the district, but in these and the large infant classes of the ordinary schools I should like to find a further attempt made to introduce exercises suitable to the age of such young children. As far as reading, &c., goes, the infants are invariably well taught.

Extra subjects.

Extras, as a rule, are not introduced to any considerable extent, nor are they, except in a few cases, taught to the detriment of the proficiency in the ordinary programme. The superficial way, however, in which they are treated, and the imperfect knowledge the pupils possess of them, cannot result in much educational benefit. In boys' schools Algebra, and Geometry and Mensuration are the branches most frequently attempted, while in girls' schools Physical Geography and Girls' Reading Book and Domestic Economy are more in favour with the teachers. Strange to say, the latter subject does not seem to be so popular with the girls as the former, as I never find them entering into it with the same zest, nor acquiring the same acquaintance with its details.

Drawing.

The teaching of Drawing is slowly but steadily making its way in the district. It is now taught in seventeen schools. The great hindrance to its adoption was the want of certificates in this branch among the older teachers. This is being gradually removed, as the younger teachers coming from training usually hold certificates, and, as principals or assistants, embrace every opportunity of introducing it into their schools. They are not always successful, but it is well a beginning should be made in the art as it is such an important one.

Book-keeping.

Book-keeping is taught in a considerable number of schools, but it is certainly the subject of all others in which there are the poorest results. In many cases instruction in Book-keeping consists merely in writing out, not always neatly, the different sets prescribed. It is only in a few schools that the simple

principles which underlie the study are made clear to the minds of the children. In the Bantry Convent National School there is a class in Practical Cookery. This has been a year in operation, and has proved a marked success up to the present. Vocal Music is only taught in the Convent schools, in two of which the Tonic Sol Fa system has superseded Hullah. A few pupils were also presented in Instrumental Music in these schools.

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During the two years I have been in charge of the district, my relations with the managers have been very cordial. I have to thank these gentlemen for their kindness and courtesy towards me. I am also glad to acknowledge the readiness of the teachers to carry out my suggestions, or to make any changes which seemed to me to be necessary in the organization or working of their schools.

I am, Gentlemen, your obedient servant,

R. W. Hughes.

To the Secretaries.

Mr. Louis S. Daly, M.A., District Inspector.

Mr. Louis S. Daly, District Inspector.

Dunmanway, 28th February, 1894.

Dunmanway.

Gentlemen,—In accordance with the instructions contained in your letter of 5th December, 1893, I beg to submit to you a general report on the state of National Education in this District.

The District.

The District occupies the south-west of the county Cork, extending along the coast from the town of Clonakilty on the east to Cape Clear on the west. Inland it is bounded by a range of hills lying about nine miles north of the town of Dunmanway. It includes the towns of Dunmanway, Skibbereen, and Clonakilty, and the villages of Ballineen, Enniskeane, Drimoleague, Leap, Glandore, Castletownsend, Union Hall, and Baltimore. These are the only places where population is grouped in centres. Elsewhere, throughout the district, the people are of the farming and labouring classes, except that in the four last-named villages a considerable amount of occupation is afforded during the spring and autumn fishing, the picturesque little harbours being crowded by local and other fishing boats, and, in many cases, the grown children are employed in this industry and its collateral branches, such as salting fish for exportation, net curing and mending, &c. Generally speaking, the only other claim, from an industrial point of view, on the labour of such children arises from the need of employing them at stated periods of the year in the various agricultural operations. It is to the absence of other sources of employment that is due the large number of children attending school here in the senior classes, and the operation of the same cause is to be seen in the annual exodus of adults of both sexes from all parts of this district who swell the ranks of emigrants to America. Within the district there is a considerable diversity of physical aspect. To the east there is a comparatively fertile well-cultivated tract, with many comfortable, thriving homesteads, while to the west nature has been less generous—hill, bare rock, and bog being often the most striking features, the houses the

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rudest protection against the weather, and the means of existence eked out the scantiest. Again, along the south coast, with its amphibious population of fisher-farmers, lie many quiet little creeks of striking natural beauty, varied with bold coast scenery, deserving of a far more widespread reputation and of a far larger circle of admirers than they now enjoy.

Schools, &c.

During the last year one school, Coppeen Male, has been struck off the rolls, and two new schools, Abbeystrewry and Mardyke, both in the town of Skibbereen, have been taken into connexion. There are consequently now 122 schools in the district, of which 2 are Model Schools, 4 Convent, 1 Monastery, and 112 Ordinary, and 3 P.L.U. National Schools.

Of the 112 ordinary schools, 42 are for boys 38 for girls, and 32 mixed schools.

Structure, accommodation, &c.

Generally speaking, the schools here compare very favourably in regard to structure, accommodation, ventilation, and comfort with those in other districts. A very large proportion leave nothing to be desired in these matters, and some are remarkably fine buildings. During the year past one new school—the boys' school on Sherkin Island—has been all but completed to replace a structure, which, but for its remote situation, would not have been considered suitable for any purpose whatever. Three schools, Abbey M. and F., and Ahakeera, have been repaired and renovated. In some few cases new buildings are still urgently needed, notably on Cape Clear Island, where the present school buildings rank almost as antiquities of the island. For a generation the ravages of time and weather have been suffered to go unchecked, so that at each fresh visit my first impression is one of surprise to find the buildings still standing. Remoteness of situation and difficulty of access will explain this unsatisfactory state of affairs. For some time past the question of erecting new schools here has been under consideration, but obstacles have arisen in addition to those which I have enumerated. The late Rev. C. Davis, P.P., had the matter under consideration just before he died, and his successor, in turn, was engaged in taking the necessary preliminary steps to carry out the work, when he was stricken down by a severe illness. A site for new buildings has however been procured, and I am confident that, before long, steps will be taken to provide suitable accommodation here. The other schools in the district where new buildings are required are on Reengaroga Island and at Kilcoleman. In both these places the accommodation is of a very inferior character, but I have hopes that it will soon be possible to alter the unfavourable conditions under which school work is at present carried on.

The schools which I have mentioned are however, practically speaking, the only ones of which it may be definitely stated that they are unsuited for the purposes to which they are devoted. There are, of course, others which are old and more or less defective, others again of suitable character, but which are too small for the numbers they are required to accommodate. I have never failed, in my reports to the Commissioners and in my interviews with the managers, to point out such defects as they came under my notice, and, in most cases, I have received assurances from the managers that, when funds become available, efforts will be made to improve these buildings, either by the erection of class-rooms, or by effecting such repairs as are needed.

Managers.

Any delays which have occurred are in no wise attributable to lack of interest on the part of the managers, and I gladly take this opportunity

to bear testimony to the zeal and lively interest displayed by these gentlemen in the education as well as in the moral and material well-being of the pupils. In the cases of very many their visits to their schools are frequent, their supervision of the teacher's work and of the pupils' attendance is unremitting and effective. I have not often conducted inspections here without the presence either of the manager or of one of his clerical representatives, often throughout the day in spite of the pressing claims of other duties. But while the recognition of the share imposed on them, by their relations to teachers and pupils, in society's debt towards its less fortunate members, in regard at least to the providing them with elementary instruction, is full and frank, it must be considered from the point of view to which I am at present addressing myself, viz. :—the comfortable and decent housing during school hours of the school-going population, that the claims on them are of a manifold nature. There are in this district 37 different managers of schools ; as 9 of these manage no less than 81 schools it must be acknowledged that the work of fully satisfying the claims of all his schools must for many managers be often slow, and attended with difficulty in raising such funds as may be required to be provided locally.

At the same time, as I have already intimated, regarding the district as a whole, the schools generally are satisfactory, and what has so far been achieved is an earnest for the future.

Cleanliness, neatness, and order of schools.

In regard to cleanliness, neatness, and order of the school-rooms my impressions generally are not so favourable. It is disheartening to see many fine buildings shorn of the attractions they would otherwise offer by the all-pervading presence of disorder and dirt. I am very far from stating that this is a general characteristic of the schools here. On the contrary very many of them are models of neatness and order. Most of the girls' schools are kept constantly neat and trim, in very many, whenever I visit, the cleanliness of the school and furniture, the order and trimness of teacher's desk and table, the tidy arrangement of maps and tablets, are just as striking as if it were Results day, and the school *en grande tenue* for that all important occasion. In the schools to which I refer as exceptions the chief difficulty lies in combatting the teacher's obstinate colour-blindness. He—I use the pronoun advisedly—cannot be made to see that dingy boards could not under happier circumstances be made to look white, that walls clouded over with anything but a pale cast, call, almost aloud, but in vain, for the sweeping brush and the lime bucket. Maps and tablets hang from the walls as if they had but just arrived after a long and perilous journey, to which they abundantly testify by their tattered condition and the dust gathered on the way, and were deposited in the first convenient resting place that offered. And so it goes on from year to year. With such a teacher whatever is is right. He has always had things so, and sees no reason for changing. I am quite aware that to many my views on these points seem peculiar, but to my mind the functions of a school do not stop short with the literary instruction. There is something more which is necessary. Cleanliness, neatness, and decency are as much needed in making one's way through life as the rudimentary elements of education. For these first the school can be made a great object lesson, and I do not see why a school should not at least be kept as trim and neat as a well-ordered warehouse, especially as a teacher has only to show an interest in producing such a transformation to find many pairs of willing arms volunteering to aid him in the task. I am glad to say that something has been effected in this direction, but much more remains to be done. There are, however, three or four schools which are not merely neat

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and clean, but are also provided with gardens which are cultivated with a great deal of taste. In Ardfield M. the garden is used by the teacher to illustrate portions of Part II. of the Text Book on Agriculture, while in another school I learned that the teachers had been awarded a prize at a local show for the best cultivated garden.

Personal cleanliness of pupils.

In close connexion with the neatness and order of the school-room is the neatness and personal cleanliness of the pupils. Here, again, there are very many schools in which these points receive due and careful attention. With perhaps two or three exceptions this is invariably the case on the days of Results inspection. These days are almost local fêtes, the pupils, especially in girls' schools, are pranked out in gala attire, and carefully treasured little fineries are donned. Even the poorest endeavour to complete their costume on this important occasion with the pair of boots which are hoarded up for use on state occasions. At incidental visits, in nearly all girls' schools, and in many boys' schools, I have found the children, though often poorly clad, personally neat and clean.

Out-offices.

There are ten schools in the district unprovided with out-offices, owing in most cases to the difficulty of procuring a proper site for their construction. In two schools the managers have provided these structures during the year which has elapsed. In nearly all the schools which are so provided, decency and cleanliness are fairly well observed.

Attendance.

The attendance of pupils throughout the district is fairly regular. The managers or their representatives make a point of urging on the parents the necessity of sending their children to school, the teachers, as might naturally be supposed, are fully alive to the advantages accruing to themselves from a regular attendance, and use their influence in the same direction, and the parents seem to appreciate highly the value of education, and do not, I think, often detain their children from school without a reasonable excuse. Of course there are exceptions. An indifferent teacher necessarily causes negligence as regards school-going. Throughout the district at all seasons when their labour is needed for agricultural operations the senior pupils are drawn off from school, as also occurs in the south of the district during the fishing season. In this latter case I do not know whether other causes contribute, but it would seem to me as if this temporary emancipation from school-going exercised an injurious result afterwards, not merely on those pupils who were affected thereby, but that its effects seemed to filter down through all classes, entailing the two vices of irregularity and unpunctuality.

Of the schools of the district examined during the past year seven had an annual average attendance representing between 80 and 90 per cent. of the number of pupils on roll. In the case of thirty-five this per centage was between 70 and 80, in that of sixty-four between 60 and 70, and in the remainder it was over 55 but under 60. From this the three Poor Law Union Schools, in which the centesimal proportion is high, are excluded. Though the district is well provided with schools, yet in many parts where the unfavourable character of the soil results in great poverty among the occupiers, and in a sparse and scattered population the pupils have often very long distances to travel, and when it is further considered that the ages of many of the pupils approach the maximum limit of school-going age—indeed it is no rare occurrence here to find many pupils presented four or five times in VI. Class continuing as they do at school *par désœuvrement*, simply because no means of occupation offers, except such as is

afforded by home duties—and again that a very large proportion are children of tender years, who cannot often journey to school at inclement seasons of the year, I think that on the whole these figures are fairly satisfactory, especially as an attendance representing about 75 per cent. of the number on rolls would satisfy the requirements as to attendance under the first schedule of the Irish Education Act, 1892, if that Act were universally applied. *Appendix C.* Reports on State of Schools. *Mr. Louis S. Daly, District Inspector.*

In many quarters the influenza epidemic reappeared sporadically during 1893, but not so as to affect the attendance injuriously in any very marked degree. In 1892 its ravages were of a somewhat more serious character. As a result of this in part, the average attendance in seventy-five schools was slightly higher in 1893 than in 1892. In the remaining forty-six schools this attendance was slightly lower during the year which has just past. But neither increase nor decrease shows any considerable divergence, as will be seen by comparing the numbers examined in the two years, for the absentees, who are qualified by attendance for examination, are very few. Dunmanway. Influenza.

Number examined 1892, 8,606 ; number examined 1893, 8,694.

The payment of school fees is now practically abolished here, as though a few schools are still entitled to charge an excess fee, it has, in most cases, been found impossible to collect even this reduced fee in consequence of what I may term the competition of neighbouring schools where no fee is charged. Even previous to the passing of the recent enactment no fees were charged in about fifty of the schools here which are situate in the Union of Skibbereen, which was then contributory. These schools being heretofore free, were not affected, so far as the enaction of fees is concerned, by the Act. In the other schools in which fees were charged it is significant that the majority show that slight increase in the average attendance to which I have referred above. And it may be claimed that the exemption from this payment is a factor along with the greater exemption from local epidemics in producing this result. School fees.

At the same time, though an increase in the attendance can so far be noted, the year gone by does not afford a sufficiently satisfactory test for gauging justly the effects on attendance which this Act produces. The late autumn and the winter were exceptionally severe, and so necessarily caused a decreased attendance in many schools. Moreover, the residuum on which to draw for an increased attendance —namely, the children of such parents as would be likely to be influenced by the necessity of making payments for education was, as I have already shown, very small here owing to the zeal with which the managers inculcated the duty of sending children to school, and the appreciation exhibited by the parents of the value of such education as the schools afforded. A very prominent advantage in the abolition of these fees, apart from the pecuniary advantage given to the teachers by the payment of an equivalent by the State is, of course, the disappearance of such friction as might have existed between the teachers and such parents as were unable or unwilling to pay, and the consequent increased popularity of the schools. Severity of weather, &c.

I am not aware that the School Bank system has anywhere as yet been adopted here. In most cases the parents are poor, the payment of fees was regarded almost as a necessary evil, and the relief therefrom not as something appertaining to the children, but as an addition to their own resources. The idea of regarding the children as responsible individuals, or conceding a claim on their part to that small portion of the parents' resources which had formerly been devoted to their instruction School Banks.

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School attendance committees.

must be one of slow growth in a comparatively primitive community, and, though eventually the system may be adopted, its chances of success here can, I think, only be measured by reference to the very infrequent reception by the children from their parents of money-gifts for any purpose whatever.

The compulsory clauses of the Act are applicable only to two towns, Clonakilty and Skibbereen. Eleven schools are affected thereby. As the Act has been only a short time in operation it would be unfair as yet to draw any general conclusions as to its effects, but it has been accepted in these two places not merely by the managers of such schools as come under its operation, but by the local authorities, and by the townspeople of all denominations, with an evidence of public spirit that promises fairly for its success. Committees have been formed in both towns, attendance officers appointed, and in such of the schools affected as I have visited I have already found increased attendance. This is all the more satisfactory as most of the schools coming under the operation of the Act have up to this been by no means striking examples of irregular attendance; but, being situated as they are, in small towns, and consequently, in the majority of cases, drawing no inconsiderable portion of their pupils from the outlying rural districts, it is evident that the Act, which is as yet restricted in the area of its operation, cannot effectively deal with all cases of irregular attendance.

Punctuality

The pupils of this district are, on the whole, fairly punctual in attendance. The punctuality of attendance at results inspections, though a rough test, is a fairly accurate guide for judging whether pupils are in the habit of attending reasonably early on other mornings. For, notwithstanding the importance of the occasion, when lateness of arrival is habitual, even on this occasion there will be some stragglers who cannot shake off, even for once, the bad habits contracted. With few exceptions here, I find every pupil who is to be examined in attendance before ten o'clock. I appeal to this test, though it is, as I have said, a rough and ready one, with the more confidence, as in most schools I have found the conclusions I have drawn therefrom supported by what I have observed at incidental visits. Unfortunately, the nature of my duties does not permit me always to make such visits with the frequency which I should desire, and so I have had to fall back on the other test for the general statement which I have made, as being one under which I can review all schools alike, and under similar conditions. Unpunctuality is, however, a fault of most town schools, and the offenders on this score are very often not those pupils who have to travel long distances, but children residing in the town itself.

eachers.

The 178 classed teachers in the district are grouped as follows:—

	Males.	Females.
Principals, ...	67	51
Assistants, ...	20	40

The latter include lay assistants in convent schools and one junior literary assistant. In four mixed schools with male principals workmistresses are employed. The 60 assistants are divided among 47 schools.

The classification of the teachers is as follows:—

—	I.	I².	II.	III.
Principals:—				
Males,	7	14	36	10
Females,	13	7	21	10
Assistants:—				
Males,	–	4	7	9
Females,	–	4	13	23
Total,	20	29	77	52

Of the 178 teachers 73 are trained, the numbers to be allocated to each of the training institutions respectively being:—

Marlborough-street,	38
St. Patrick's,	16
Baggot-street,	11
Kildare-street,	5
De La Salle,	3
	73

Six teachers underwent a course of training in 1892 and seven in 1893.

The teachers of this district are as a body hardworking and conscientious. In a large proportion of schools highly efficient work is done by them. In many the standard attained is, without qualification, excellent, and there are some which rank very high in the educational scale. Of schools coming under the latter category, St. Mary's Convent, Dunmanway, Lisavaird Female, and Ardfield Male at once suggest themselves as deserving especial notice. St. Mary's Convent, under the care of the Sisters of Charity, and now established about five years, has been an incalculable benefit to the girls of the town and the neighbourhood. The sound instruction imparted in both literary and industrial branches, the excellent discipline, and the interest displayed by the good sisters in the well-being of the pupils, even after their school days are completed, are deserving of the fullest recognition. In Lisavaird Female, lately awarded the Carlisle and Blake Premium, besides its excellence in all other respects, the Principal seems to possess the very rare faculty of awakening the pupils' intelligence, and of training them to understand fully and to explain in their own words the meaning of what they read. Ardfield Male is the school to which I have already referred in praise of its internal neatness and the taste with which the garden which surrounds it is cultivated. The school is a large one, and, as an instance of its popularity, it may be mentioned that one-fourth of the pupils are in VI. class. Very many of the pupils of this school have achieved through its means high places at Civil Service examinations.

Excluding, however, teachers whose schools may be classed as excellent, there exist in the cases of most teachers, even of fair capacity and success as schoolkeepers, two very marked defects, in which I think most of the shortcomings of their schools have their origin. These are the inability to grasp and apply the principle of perpetual employment

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Organization, &c.

for all pupils, and a disposition to limit the work done by the teacher to the actual work within school hours.

For the first of these, defective organization is largely responsible. The Board's Handbook on School Management is admirably suited to the needs of our schools, and yet it is astonishing how many teachers, to whom one would reasonably expect that it would serve as a *vade-mecum*, limit its use merely to examination purposes for themselves and their monitors. The time table is rarely simple—rarely, unless the teacher has been induced to adopt his Inspector's suggestions—drawn up on the principle of arrangement according to divisions. Instead, the requirements of each class are provided for separately by an elaborate jumble of subjects, and often at incidental visits I have to study the time table carefully before I can disentangle the subjects at which each class ought to be occupied. In too many schools draft circles are not painted, or, if they exist, they are not used. Marching and class movements, even in the schools of trained teachers, are rarely perfect, and when practised are mere crude attempts. Satchels and bags for books are not systematically insisted on, and often at inspections, when a class is called up for examination and arranged in order, the command to open books for reading is the signal for a precipitate dispersal in all corners of the room to search for the reading-books. I am addressing myself now to approved methods, for the teachers are very successful in securing an honest and orderly demeanour at examinations, in training all children to know their places, but there is a strong line of demarcation between such discipline, which can at best be characterized only as fair, and that complete system of organization which enables all school work to run smoothly, like a machine perfect in all its parts.

In such schools as I am referring to, and they are unfortunately many, the difficulty an inspector has to contend with is that the teacher is conscientiously doing his best according to his lights. The improvements one suggests appear to him Utopian, and born merely of a carping fault-finding spirit. This feeling bars progress, and it is only beating the air to attempt to effect change. One has to be satisfied with the amount of good work done, and I frankly confess that this is often surprising in spite of the waste of energy which accompanies it.

In connexion with this point it is often also a matter of surprise to me how rarely teachers organize a system of unpaid monitors in their schools, so as to obtain from some of the senior and brighter pupils help in teaching certain classes, the time lost by the pupils so employed to be made up after school hours. Some such arrangement exists in many schools, but it is rarely systematically carried out. The reluctance to avail themselves of a fully organized arrangement of this class may be referred to that other point to which I have alluded above, viz.:—the almost non-existence of any disposition on the teachers' part to work for their schools out of school hours. When the teacher locks his school of evenings he almost invariably closes his work until next morning. The consequence is that the all-important work of correcting school exercises is almost always hurriedly and faultily done. If, for no other reason than that the conditions of home life of many pupils preclude the possibility of their learning home lessons, and that almost all their instruction must come at first hand in the school itself, due attention to efficient preparation of his work by the teacher is essential. There are, I am aware, many grave obstacles. Very many teachers, who have not residences attached to the school, have long distances to travel. In this district only twenty-eight schools have such residences,

Again, the teachers very often have other outside interests, not interfering with their duties in school hours, but claiming their attention outside of these hours. Thus, many have farms which require to be looked after. The late improvement in the teachers' position, which is likely to attract a better class of teachers, and by which the teacher's remuneration makes him independent of extraneous helps to his income, will, I hope, secure for the service teachers whose whole interests will be bound up in their schools and school work. The point to be noted, however, is that the younger teachers, trained and highly classed, who participate to the full in the benefits of this improvement, and who might reasonably be expected to be in the van in a movement to improve teaching, appear satisfied to rest for success on the old methods.

Art of speaking.

There is one defect to which I have referred frequently in my reports and in regard to which I am able to record a marked improvement. That is the failure on the part of many teachers to train the pupils to speak clearly and distinctly. In such schools the answering was often inaudible, necessitating frequent repetitions of the question before an examiner could satisfy himself of the sense of the answer. Wherever I have had this experience, I have drawn teacher's attention prominently to the defect, with the result that this odious and very trying characteristic is rapidly disappearing.

Politeness.

Politeness is scarcely ever taught in the schools here. Neither teachers nor pupils are ever intentionally rude, but the little ordinary niceties, such as "please" or "thank you," are rarely heard.

Periodic examinations by teachers.

The value of periodic examinations is not appreciated. The teacher often teaches without the aid of this test throughout the whole year, and the weak points of the school, which such examinations would usefully show him, first come under his notice at the Results Inspections.

Accounts.

In the matter of school accounts, I am happy to be able to speak of the district generally in terms of praise. A very large share of clerical work has recently been thrown on the teachers which is executed cheerfully. The accounts are almost without exception, carefully kept, and any suggestions I have made, for the sake of greater accuracy in checking, have been readily adopted. During the past year, in all the schools which I have visited incidentally, I have found the accounts almost always correct. In the two years during which I have been in charge of this district I have had to report only nine cases of falsification.

Results documents.

There is one point connected with this which is however not so satisfactory. The marking papers and other results documents are not always prepared with sufficient care. Omissions are frequent, often causing a waste of valuable time. This is most especially the case in regard to the antecedents of new pupils coming from other schools. I have tried to insist that the teachers should obtain and preserve for future use all such necessary information on the very day a child is admitted to the school, but so far unsuccessfully. Very often the first intimation the teacher appears to have that such information is required is on results day when the Inspector discovers, by checking from the rolls of former years, that the pupil has not previously been examined in the school.

Pupils 3 to 15 years of age.

The capitation payments for pupils three to fifteen years of age presents a new difficulty. Occasionally it is hard to decide whether a pupil is under or over the higher limit. I venture to suggest that in

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such cases it would be important if Teachers were made aware that a certificate of age could be procured for this purpose at a nominal cost.

There are in the district 109 monitors distributed among sixty-four schools. The training of these young people in the literary portions of their prescribed programme is usually very satisfactory, and failures at school, special, and district examinations are infrequent. It is however to be remarked that, as a corollary to what I have said on the organization of the schools, monitors who can repeat with textual accuracy any portion of the Hand Book on Method are rarely able to put into practice the principles they enunciate when they are called on to conduct a class. During the last two years thirty-three monitors have obtained classification. Very few, if any, of these have however obtained any employment as teachers. The competition for these appointments is extremely keen. The candidates for the coveted honour are attracted by the great improvement which recent legislation has effected in the teachers' position, but there is some danger that the supply of teachers may be in excess of the demand. Consequently, increased care in the selection—such as is required by the rules which limit such appointments to schools with highly efficient teachers, and to individuals who are likely to succeed in becoming themselves teachers—is, I think, extremely necessary.

Monitors.

Reading.

Failures in Reading are of very infrequent occurrence. The pupils, generally speaking, are taught to read distinctly and with fair accuracy. In many schools however the pauses rarely receive due weight, the perfection of reading aimed at being a rapid dash through the words of the text. I have tried to combat this, and, I think, with some success, by constantly enforcing the precept that, even in Infants' Class, the pupils should have their attention directed to the value of the stops. In many cases the children of the lowest classes did not appear to be even aware of the existence of the pauses. In the text books of the higher classes the sentences are necessarily more complex, and need for their proper expression, on the part of the reader, constant attention and intelligent modulation to suit the sense. In these higher classes I too often find that the pupils have no knowledge of the respective value of the stops other than the period and comma. The reading being nearly always mechanical, as a mere mechanical exercise great credit must be given for the degree of fluency attained. Until however the knowledge displayed by the pupils of the meaning of what they read is made a factor in determining the pass mark, I almost despair of further improvement in this direction. Certainly, almost without exception in the schools here, great care is taken to teach the meanings attached to the words standing at the head of the lessons, or arranged in lists in the appendices to the reading-books. It is not often that a child will fail to give the "book meaning" of such a word after spelling it through, but the training is one of pure mnemonics, and here is the proof of which I have satisfied myself again and again. At the home lessons the teacher names the word, the child spells it rapidly, and adds the meaning breathlessly. If he is correct the teacher passes on to the next word without comment. The consequence is when the child comes before the Inspector, if the same routine is followed, he can come through the ordeal triumphantly. He has "his lists by heart," but let the examiner try in turn to elicit the meaning of a word given in explanation, and blank silence follows. Even the word of which the "book-meaning" has been so rapidly given will often remain unexplained unless the routine has been followed—*i.e.*, unless the child is first permitted to spell it. So much so is this the

Explanation.

case that it has not infrequently occurred when I have asked a class the meaning of some word, say "foreign," and found all silent, for the teacher to suggest that they could answer if they were first asked to spell it. If this is done the meaning is almost invariably rapped out with the concluding letter. Indeed, sometimes it not only happens that the meaning or brace of meanings is given, but the next word standing on the list, and which is mnemonically linked with the foregoing, is given as a gratuitous addition. These remarks apply chiefly to the classes in the junior division, but I have selected these because it is in these classes that the ground-work is laid of the vicious system which hampers the pupil through all his school-life. Reading, thus taught, instead of being interesting and a source of instruction and amusement, is about as valuable as the mechanical literature produced by the composing frames which Gulliver saw in the Academy of Lagado. In the First Book no meanings are given, and no meanings are taught. I take two sentences at random—"It is but a feint of the fox," "The ship sails on the main." In not one school in five have I been able to find any appreciation of the meanings of "feint," "main," and yet even in so simple a matter as this, and with pupils of tender years, much might be done for the future by systematically explaining all new words. From the start of school-life, it would awaken the pupils' intelligence, for the development of which they have to rely almost wholly on the teacher. In a town, shops, shipping, street sights, are a large Kindergarten for the town child, but in a country district, with its monotonous surroundings and isolated life, new objects to which new ideas may be attached are rare. The child in such schools passes on from class to class, he grinds out his daily reading task with what, under the circumstances, is wonderful accuracy; side by side with this he has "by heart" his lists of meanings, which have about as much effect for explaining to his intelligence the living forces these represent, as a dried herbarium would have in representing Nature in all her charms to one who had never seen gay gardens and green fields.

The remedy for all this is simple. The difficulty lies in inducing the teachers to devote the time which at present could in their own interests be more profitably employed. This remedy is consistent explanation from the first of all new words, explanation of "book meanings," and, in the higher classes, exercising the pupils orally in explanations given in their own words of the passages read, varied with frequent exercises in composition on the same subjects. I shall refer to this last point again under Letter-writing. I have tried, I regret to say, with indifferent success to have this introduced systematically into the schools here. Abundant material lies ready to hand in our Lesson Books. The Prussian Code—I translate from the edition of 1886—lays down the maxim distinctly that "the Reading Books are to be used not merely to teach fluency in reading, but to instruct the pupils to understand the literary *chefs d'œuvre* they contain." This latter object stands also in the spirit of our code, unfortunately it is at present very often absent in practice. Reading being thus mechanical is, like all mechanical arts, in danger of being lost without practice. When school-life is over, the spurs to practice contained in interest felt in what is read, and the resultant awakening of a literary taste do not exist side by side with the ability to read. The faculty of reading is in danger of falling into desuetude. Indeed I have met with cases of adults, not many years left school, to whom reading had become almost a lost art. This could not be if the matter as well as the manner of reading had been taught. School libraries, if established for the use of senior and past pupils, would be an important adjunct to the teacher's labours. I know of at least

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Poetry.

three schools where such libraries exist, and I am informed that they are most popular with those whom it is their aim to benefit.

What I have said of the prose lessons applies with even greater force to the poetical pieces in the books. The *motif* or the story they contain is scarcely ever explained. They are, consequently, repeated with extreme haste, incorrectly, and with an utter absence of taste. The number of *variæ lectiones* which I hear by interpolation or alterations in the text are truly surprising, and after listening to such recitals one can well understand the errors that crept into the text of such classic poems as were transmitted from mouth to mouth prior to the introduction of writing.

Writing.

As with reading, so in Writing, failures are very infrequent. Penmanship is usually very fair, but scarcely ever attains excellence. The reason is that the teachers are satisfied when the pupils write in any style with fairly formed letters. The supervision of the copy books, so as to secure a perfect imitation of the head line and a careful observance of the guiding lines, is not satisfactory. I have invariably pointed out such defects as might be obviated by a proper system of supervision. In many cases I have been able of late to hail traces of improvement.

Letters.

I find that Letter-writing, both as regards proper form, punctuation, spelling, and composition, does not receive adequate attention. In many schools a good part of the year is allowed to elapse before letters are written at all. I have tried to remedy this by getting provision for at least two lessons weekly in this important subject inserted in the time tables. Some teachers seem to be even of the opinion that the thirty pages of letters specified by the programme as necessary for V^2 class may be manufactured *en masse* at the close of the year. In looking through the letters in the pupils' exercises I have not infrequently found them to consist merely of a few lines transcribed from the lesson books or text book in agriculture, written in more or less correct form as letters. If a pupil is asked at results inspections to write a letter on some specified subject from the lesson books, the matter he submits is painfully bald, and filled with the most surprising anachronisms or original views in natural history. The spelling of simple words in the letters is often defective, even though the same pupil can write a difficult dictation exercise failure-free. Local solecisms are thickly strewn, and date and address often wanting. The various *nuances* in addressing people of the same or different social spheres are rarely inculcated. If a pupil of VI. Class is asked to write a letter to some well-known person of standing asking for employment, he usually begins "Dear John," condescends in a lofty way to accept the employment provided it be "clean and easy," informs the intended employer with a liberal use of verbs out of joint with their subjects and abundant cacography, that he is good at grammar and spelling, and winds up with a jerk as "his fond friend" and a mysterious promise "to do the like" for the addressee when a chance offers. I have had many such letters written at Results examinations. The very perfunctory teaching of this most important branch is very regrettable. An employer often judges of the capacity of an applicant for a situation by his letter. This is only one of numerous other ways in which the capacity to write a letter is useful in after life. The remedy lies I think in the judicious use of copy books which give the correct form of letters, the careful eradication of local errors of speech, and the employment of passages from the lesson books for teaching composition—the pupil to be trained to write in his own words from memory and not merely to transcribe.

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Arithmetic.

Spelling.

Arithmetic is very well taught throughout the district. The junior pupils are now reasonably well trained in numeration and notation. Mental arithmetic in Fourth and higher classes is however neglected, ready and correct answers being rarely obtainable. The pupils always mutter at this exercise, and the character of their answering shows that the result obtained has not been arrived at with the benefit of practice, but has been threshed out *crassâ Minervâ*.

Spelling too is carefully taught. In the junior classes a fault to which I have frequently to draw the teacher's attention is too great rapidity, resulting in the telescoping of the letters one into the other. In the senior classes dictation exercises are fairly well executed. I have invariably insisted at examinations, in order to secure the pupil's attention, and to prevent in teaching the substitution for this exercise of mere transcribing, that the passage selected for dictation be read through once distinctly, and then dictated, clause by clause, each clause to be read once only. I think that this has had a very useful effect in securing the two objects desired. A frequent fault in the senior classes is the spelling of proper names without capital letters. In very many cases I still find that care is not taken to correct all errors of spelling in the pupils' exercise books, and to insist on the re-writing correctly, several times, of such words as have been misspelled.

Grammar.

Grammar is usually good in Third and Fourth classes, though in the latter class I still find some teachers who have not grasped the idea that the programme for Fourth class does not embrace syntactical parsing. In Fifth and Sixth classes grammar throughout the district is distinctly mediocre. The text-book so far as required is not thoroughly taught, and such simple and necessary points as the distinction between regular and irregular, transitive and intransitive verbs, signs of tense and mood, &c., are rarely mastered. The key to all this is found when the year's exercises are inspected. In these the errors in written parsing exercises are rarely thoroughly corrected, and still more rarely are the corrections re-written. Moreover the subject is one which requires thought, and the failure to teach explanation properly necessarily reacts on this subject. This is abundantly evident in the parsing of Sixth class, where of course the meaning of a complex sentence has first to be got at before it can be properly parsed. The slightest deviation from the ordinary form presents an insuperable obstacle; the pupil has not been taught to think, and cannot do so now. The simplest case of inversion is almost infallibly parsed object for subject, and *vice versâ*. In an uninflected language, like English, there is nothing to guide the eye, and it is beyond the pupil's power to extract the meaning as a guide. Analysis of sentences would be a most useful requisite in this regard, for it would necessitate the training of the pupils to think, and would largely help to the proper understanding of the passages read. As it is, parsing a sentence too often degenerates into a formula, the pupil rings round the parts of speech with their inflections in the same order, and when he is required to parse he applies his formula to the given sentence whether it fits or not.

Geography.

The pupils are trained to pretty fair readiness at map-pointing. There is however still room for improvements in this respect. It is no uncommon thing to hear a child mutter, when given the name of a place, say Carnsore Point—"Carnsore Point in Wexford"—and then to see him start wistfully on a voyage of discovery perhaps from Fair Head until the desired name leaps to his eye. The fault here is that, though the text book has been carefully learned map-pointing has not been

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practised with sufficient frequency. I have advocated blank maps and long pointers without, I am sorry to say, much success. It is astonishing in how many schools the diminutive pointer steadfastly holds its ground, so that the child cannot get rid of the habit of edging in to read the name. Again it is not often one finds children to answer readily such a question as "What country lies at the south of Africa?" though if the same child be asked "Where is Cape Colony?" he will reply promptly and correctly. The training given to the child's memory in such a case has made it like the barrel of a music box, only capable of grinding out the tune in one order. In Class V[2] it is very remarkable how many pupils fail in the geography of Ireland, although they have previously had two years training in this portion of the text book. The maps of the Continents too are rarely well known. Also in Sixth Class failures in geography are too frequent. The limited definitions of mathematical geography required in Fifth and Sixth Classes are usually answered glibly enough, but I do not find the pupils when the name of a place is given, with the map before them, able to read off its latitude and longitude, or given the latter to point out the place.

Agriculture.

Agriculture is well taught in most schools, so far as the committing to memory of the text book is concerned. If a child gets the necessary cue he can usually continue for half a page without stopping. The requirement specified for each class in the programme that the answering be intelligent is not however observed. The meaning of difficult words is scarcely ever taught, and it is very rare indeed to find a child capable of giving the simplest and most obvious explanation. There are schools which are honourable exceptions. I know at least one, where I have heard the teacher carefully illustrating the text book by what the pupils could observe on neighbouring farms. Such teaching as this is a most useful object lesson. Nowadays, when so many journals, almanacs, and seed merchants' catalogues devote space to agricultural instruction, if the pupils received such training as this, they would imperceptibly be led to the intelligent study of such information in after life, and the knowledge thus gathered would be found most useful in practice. In most mixed schools with a male principal, and in many girls' schools the teachers of which hold certificates, this subject is taught to girls. The results are rarely above mediocrity. Of course the attraction is the high fee, but when it is considered that in such schools one hour must be devoted by the girls to needlework, it is plain that the time devoted to teaching girls this subject in such schools is often given at the expense of the obligatory subjects.

Albert Model Farm.

The district has furnished in the last two years fifteen candidates for free places in the Albert Model Farm.

Needlework.

Needlework, generally speaking, is excellently taught. At inspections the pupils here invariably sew with coloured thread, and the teachers are keenly alive to the necessity of careful teaching. Some of the specimens of cutting-out executed are however very crude.

Alternative Scheme.

In the schools in which the Alternative Scheme for Sixth class girls is in operation, the subjects taken up are nearly always two from Class A 1, 2, and 3. The specimens are usually fairly numerous and generally well executed. Of course only a portion of the work done throughout the year can be exhibited at Results Inspections, but I have satisfied myself at all incidental visits that the quantity of articles in hands bears a fair proportion to the numbers in Sixth class. At first the provision of the programme requiring a knowledge of the text books read from girls instructed under this scheme was not well observed, but

lately I have found a great improvement in this respect. Very many of the teachers in whose schools this scheme is in operation have been induced to instruct the girls of Sixth class in arithmetic, at least so far as to keep up the knowledge they had acquired in Class V². *Appendix C.* Reports on State of Schools.

Two Convent schools—Clonakilty and Skibbereen—besides taking up the Alternative Scheme possess Industrial Departments. In Clonakilty Convent the character of the work done, both by Sixth class and by extern pupils, is of a superior character, many branches other than the two on which it is essential that pupils should be presented are taught, and the work finds a ready sale both among local traders and in London. The Department is the means of affording employment to many girls who would otherwise be unemployed. *Mr. Louis S. Daly, District Inspector, Dunmanway.* Industrial departments.

There is also a certified Industrial School in connexion with Clonakilty Convent, which is examined in the ordinary programme of National Schools. Industrial school.

In Skibbereen Convent there exists also a most thriving linen weaving industry. There are at work here 23 looms, 9 wheels, and a warping mill. Handkerchiefs, towels, linen, and lawn are manufactured. There is an Instructor in receipt of salary from the Commissioners, who divides his time between this and Queenstown Convent. The goods here manufactured readily find a market, many workers are employed, and it is hoped that the instruction imparted will give an impetus to the establishment of cottage industries of this class. Linen weaving, &c.

One ordinary National School in the district now possesses a loom and gives such instruction.

Net-mending is taught in two Island schools. Net mending.

Book-keeping is taught in many schools, but usually with unsatisfactory results. In most cases the instruction seems limited to copying out the required sets, more or less carefully, with or without the key. Why this should be I fail to understand, though the fact remains. The subject is an easy one to master, but it is most remarkable how many pupils of V² Class, whom the teachers profess to have taught the subject, are unable to balance properly a goods account, and in Sixth class the ignorance of the requirements laid down is often phenomenal. The Board's book indicates definitely the extent of knowledge required. It would be easy for an energetic teacher to break up the sets into smaller sets, and to set these as exercises to his classes. This is scarcely ever done. The sets are taken as they stand and copied, and this practically represents the amount of instruction given. It is no wonder that the examination test so often results in failure. Book-keeping.

Kindergarten is taught most successfully in three Convent schools. It is cheering to see the interest the little pupils take in the amusements which mitigate the first rigours of school life. *Quaeramus seria ludo* may well be the motto of these schools if the distorted quotation be tolerated. It is most wholesome to see the little ones constantly occupied and constantly amused by and interested in their occupations. Their demeanour is a relief to the dull lethargy which pervades so often the Infant's class of the ordinary school, who are often unoccupied because a few months preparation, at most, is sufficient to teach them all they require for a pass. Kindergarten.

Drawing is taught in fifteen schools. In some few of these very satisfactory progress has been made; in the others the proficiency is still mediocre. Measuring is too much *en evidence*. In a school some time ago, in order to prevent this practice of measuring, I procured a large Drawing.

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card which I suspended in a conspicuous position in front of the class. To my astonishment the teacher informed me that I was violating the programme, and on my inquiring how, she informed me, to my still greater astonishment, that the programme specified drawing "from the flat." *Flat*, in her vocabulary, evidently was synonymous with horizontal. Progress is, I think, being made in this useful branch, and I learn that other schools here, at the instance of the managers, are about introducing this subject.

Music.

There are fourteen schools in which Vocal Music is taught, Hullah's system being adopted in all but two. These last-named are Clonakilty and Dunmanway Convents, in both of which excellent progress has been made in the Tonic Sol-fa system. Of the other schools, omitting Skibbereen Convent, where Hullah's system is very well taught, scarcely one-half have succeeded in attaining a standard such as is required by the programme. The results achieved by the others are, like Philomel's song, "most melancholy," the other epithet does not apply. The revised programme in this subject still seems to present many difficulties. Not but that in nearly every case the teachers strive, in the junior classes at least, to follow the theoretical portions very carefully, but the teachers themselves do not seem, as a rule, to be endowed with much musical capacity. The process of selecting those children who possess voice and a musical ear is not adopted with care, as I think it ought to be, considering that the teaching of this branch is after all in most cases here only a beginning, and introduced among children of communities who have little or no opportunity of hearing music other than what they themselves can utter. In the higher classes I find too often that the charts, such as are required by the programme, have not been provided, and in the part-singing of Fifth and Sixth Classes the parts run away from each other, and the hearer is inclined to run away from both.

Irish.

Irish is taught in two schools.

Other extra branches.

Algebra, Geometry and Mensuration, Sewing machine and Advanced dress-making, and Physical Geography are taken up as extra branches in many schools; Hygiene, Girls' Reading Book, and Domestic Economy to a more limited extent. Cookery is excellently taught in two schools. Trigonometry, Mechanics, and Heat and Steam each exist in one school. With the exception of Algebra, which is fairly well taught, and Cookery, as above-mentioned, very little can be said for the educational value of these subjects as at present taught. In some cases they appear to be introduced merely to give a *cachet* to the school; in too many again, the teachers are attracted to these subjects by the high fee they carry. Too often these branches are taught at the expense of essential subjects. In some mixed schools I have found girls of Sixth Class to fail in arithmetic and geography and yet to pass in Algebra. Another very objectionable feature in connexion with such subjects is the unreasonable lengthening of the school hours which they so often entail.

Geometry, &c.

In the very practical and useful subject of Geometry and Mensuration the Mensuration portion of the programme is very often a dead letter, the definitions are unknown, and the propositions learned are learned by a mere memory process, which enables the pupil to run through the demonstration mechanically provided he gets the figure in the exact shape and position to which he is accustomed, but not otherwise. In the second and third stages this want of knowledge of essentials is still further accentuated by the neglect of those portions of Euclid supposed to have been learned in the lower stages.

The teaching of Physical Geography consists in a mere slavish committal to memory of the text book. No explanation is ever offered. If the question strikes a chord in the pupil's memory one is sure of receiving a long and faithful quotation, though often innocent of any connection whatever with the question proposed. Such phrases "as was remarked above" occurring in the text are repeated with painful fidelity.

Physical Geography.

The same observations apply *mutatis mutandis* to Hygiene and to Girls' Reading Book and Domestic Economy. In the latter, many of the answers given, especially in the portions relating to cookery and to household work, would result, if carried into actual practice, in dishes worthy of Bedlam, or in the instant discharge of any housemaid who would inflict her peculiar theories on any ordinary householder.

Hygiene, &c.

In the examination on Sewing Machine and Advanced Dressmaking I have not always been able to discover the principle on which the so called Advanced Dressmaking is conducted.

I am convinced that, if such extra subjects were strictly limited to such schools as had earned the right to teach them by superior merit in essentials, and only to these so long as they maintained this character, failures in the obligatory portions of the programme would to a great extent disappear.

Model schools

The attendance at the model schools here, has of late years fallen off in consequence of the establishment of Convent and Monastery National schools in the town. There are now only two departments. During the last year there was a slight increase in the attendance of both departments.

Co-operation of Managers.

In conclusion I beg to recapitulate what I have already said, that in the performance of my official duties I have found the active and friendly co-operation of the managers of the most invaluable service; my suggestions have always been received in the most courteous spirit, and where possible the manager has exerted himself personally to achieve the object desired. Side by side with an unwearied interest in the progress of their schools I have invariably found a strong desire to observe all rules, and I am always sure, in communicating any defect or shortcoming in the school which may come under my notice, of being met with a full recognition of the objects by which I am actuated.

I am, gentlemen,

Your obedient servant,

LOUIS S. DALY,

District-Inspector.

The Secretaries,

Education Office.

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(4.)—Report upon Industrial Instruction, by the Directress of Needlework, Miss Prendergast.

February, 1894.

Report on Industrial Education.

Gentlemen,—I have the honour to submit the usual report upon the state of Industrial Education during the past year.

Miss Prendergast.

General progress.

It gives me much pleasure to be able to say that, so far as my observation extends, the general tendency is towards progress. The advance is made spontaneously, and with pleasure in some schools; after consideration, and more soberly in others; with reluctance in not a few, but the force of the onward tide is strong enough to bear even these last with it, and they move though against their will. If others would stand still with them they never, I fear, would go a step forward; but they do not like to be left conspicuously behind, and so, rather grudgingly, make the amount of exertion necessary to keep their place among their neighbours. But the good result of an effort made, even perforce, time after time, is a habit of well-doing which, sooner or later, lightens the burden to the bearer, and makes work which began by being difficult and irksome, comparatively easy and agreeable.

I have many opportunities of observing this, of seeing how the glow of satisfaction, which follows on success, throws a rosy light along the road yet to be travelled, and shows the worker that pleasure is met along that way, as well as toil. Not many, I am happy to say, are the schools in which a second visit paid by me has not found some improvement made since the first. Even in these cases I have sometimes found what I looked for at a *third* visit; and I hope to do so again. It is well to remember that one must allow time for the full benefit conferred by the rule of an hour's needlework daily to extend to the senior classes of schools. As it is, there are many girls now in 6th class who, when in 3rd class, received under the old arrangements instruction in needlework for but an hour a week. The poorness of foundation in these instances militates against excellence in present production.

Work of monitresses.

It is probable that this, too, has something to do with the frequently unsatisfactory performance of monitresses, though I am inclined to think that indolence on the part of the pupil, and neglect of duty on this point in the case of the Teacher, have a great deal more to answer for. The fact that up to the present time needlework has not been reckoned in the per-centage of answering for female candidates at examinations, has tempted both parties to throw it as much as possible overboard. I should be very glad, indeed, if a new rule on this subject were adopted. Such an arrangement would have a most beneficial effect on the needlework of monitresses, and of teachers seeking to obtain higher classification. At present my examination of work done last July leaves me with the conviction that a great increase of knowledge in this subject is necessary in order to qualify a considerable number of the candidates to undertake the industrial education of girls.

Failures were frequent even in sewing, which many of the monitresses must have practised for ten or eleven years. Buttonholes were constantly faulty—sometimes grotesquely bad. Darning, I am sorry to say, is still almost an unknown art to those grown girls, though many pupils of fifth class, in well-taught schools, can produce fair specimens of it. In a class of second stage of 6th, twenty-three girls in all, which I examined some time since in cutting-out, I found twenty-two deserving of a No. 1

pass for well-shaped and proportioned pattern shirts. Nothing like this proficiency is displayed in the examination work of monitresses. Carelessness—the neglect of taking pains either to learn, or to apply knowledge gained—is shown in it quite as often as ignorance. Teachers are frequently responsible for the use of a bad model, an instance of carelessness on *their* part, a good one being procurable from the Board's stores for a few pence. In Dressmaking the use of a *system* would effect great improvement. Besides that which I mentioned in my last report, the little book issued by the Sisters of George's Hill Convent, there is another system by Mrs. Henry Grenfell and Miss Baker, published by Messrs. Longmans, Green, and Co., at a low price. I recommended it some time since to the conductors of Saint John's Convent N.S., Limerick, and was assured by them, when I visited the school in October last, that it had been found most satisfactory. Teachers can learn it without lessons from the instructions printed on charts, and the only adjuncts to these needed are pencil, ruler, and measuring tape.

Progress of Training Colleges.

In the work of the Training Colleges progress has been made. The adoption of the scientific system of dresscutting in Our Lady of Mercy College effected a great improvement in that branch. The same subject in Marlborough-street College was highly creditable, as shown at examinations, and much praise was deserved also for the sewing in Church of Ireland College, which needed only some further attention to buttonholes to raise it to an excellent standard. The latter two Colleges suffer somewhat by the introduction among their students at examinations of monitresses and candidates for training, less well prepared than the students, and whose work, placed with theirs, has the effect of deteriorating its general appearance of merit. Our Lady of Mercy College, having barely sufficient accommodation for its own large number of Queen's Scholars has not to reckon with this disadvantage.

The best accommodation afforded to students during July examinations is that provided by the large school-room of the Central Model Schools, where the conveniences of light, air, tables, and desks are sufficient for the comfort of the candidates; but, even here, the table space available would not afford elbow-room to nearly one hundred and twenty students and pupil-teachers engaged in cutting-out at the same moment, and there is no doubt that those obliged to remain in desk for this part of the work are placed at a disadvantage; therefore the best plan would be to divide the whole number of candidates into two drafts, one of which would have the use of the tables for the first half of the day, whilst the second draft sewed, knitted, and darned in desks, this order being afterwards reversed. Owing to the largeness of the number under examination, and the difficulty of finding adequate cutting-out accommodation for them, the students of Our Lady of Mercy Training College are obliged to be divided into *three* drafts. The division gives further trouble to inspectors, and is not conducive to the comfort of the candidates, who are obliged to vacate their places at the tables before they have finished, and remove their materials to complete skirt or bodice patterns on the slanting surface of their desks. This arrangement calls for improvement, if any be possible.

In the Church of Ireland College, each time that I have seen the July examinations in progress, the room in use has had the appearance of being crowded by the number of candidates—nearly one hundred—engaged in it. They can hardly move without touching each other, so little space is there to spare. This condition of affairs is not a comfortable one for the candidates, whose operations are hampered by the inefficiency of the accommodation, and it is an additional strain upon

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the inspector, the clearness of whose view is constantly interrupted. I look forward to very good results from these colleges when the publication of a rule, making needlework one of the ordinary subjects for classification, has given it its proper value in the eyes of the students. The mistresses in charge are already alive to its importance, and willing to do all in their power to effect an improvement.

With regard to the progress of the alternative scheme there is little to be said. So far as I am qualified to judge, matters remain very much as they were last year. If any change has taken place it has been a slight decrease in the number of schools undertaking to teach these extra industrial subjects to sixth class. The opposition of parents to the scheme, and the consequent difficulty of keeping up the supply of material, which they refuse to furnish, are the reasons alleged for seeking exemption from the obligation. There is no doubt whatever about its being very hard to benefit people against their will; they are apt to resist the good which does not fit in with their ideas as if it were evil. Want of forethought has something to do with prejudice against the alternative scheme; parents do not look forward to the probable final destiny of their daughters as wives, and the mothers of families, for which destiny a knowledge of various kinds of useful work is far more valuable to them than the power of making advanced arithmetical calculations, or strumming out of time on a piano out of tune; the latter have the advantage of being more intellectual and elegant accomplishments—so long as they last—but their value, unfortunately, is very small.

If we could take in this matter a leaf out of the book of our sensible continental neighbours we should do well. It is a common thing, I believe, for Swiss and German girls of the professional and commercial classes to take, on leaving school, a situation as lady help in a family of their own standing, where, in return for board and lodging, they render all the assistance in their power to the mistress of the house, who instructs them in the domestic arts, and sees that they are thoroughly practised in all the duties of a good housewife. Without going quite so far as this, much more attention than is now devoted to such subjects might reasonably be given, even among the better classes. The ignorance of our workingmen's wives in most matters of domestic duty is a fruitful source of waste, discontent, and drunkenness.

It is a comfort to think that a fair education in plain needlework, at least, is now secured to girls who attend school long enough to reach sixth class. And, *apropos* of this subject, I should like to say a word as to the great amount of encouragement which would be given to its progress in a district by the inspector's expressed interest in it, and by his setting up a fairly high standard of attainment to be reached in sewing and cutting-out. It is for his approval, in particular, that teachers and pupils work. If they think that he is quick to notice both their merits and defects, they will try to bring before him, from year to year, more of the former, and less of the latter; if he be not too easy to please, it will be the greater triumph to have pleased him. I know of districts in which the personal influence of the inspector has done a great deal to raise the standard of needlework—this, partly, by his holding a sufficiently high one himself. Well-taught children are capable of more in this way than many persons suppose, and, by a little judicious management, can be brought to take a real pleasure in the production of neat, nicely-sewn garments. A great incentive to industry is found in the idea that the inspector will look at these highly-valued articles, and express his approval of those which are creditably made.

Influence of Inspector

Of course it goes without saying that a teacher who is not herself a good needlewoman is very unlikely to produce capable pupils; but needlework does not require the habit of study, or the freshness of a youthful mind for its acquirement. With a little patience, a little energy, a sufficiency of willingness, a mistress who finds herself deficient in knowledge of needlework can very easily make good the defect. I have known instances of candidate workmistresses who, failing at their first examination, and receiving information as to the faults in their work requiring correction, undertook that task with so much success that I was able to give them a creditable pass upon their second trial. One whom I have specially in mind was a woman of middle age. It is, therefore, plain that a teacher who is now ignorant in the matter of needlework is not bound to remain so. If she needs information as to the best methods of increasing her knowledge and overcoming her difficulties, I am always glad to give all the assistance in my power to anyone who writes to me; so, even in the present, I don't think it is necessary to accept a low standard of production with the idea that it is the best that can be offered; and bye and bye, I hope, the greater care taken in preparing for an examination, in which the marks obtained for needlework will be given their due value, will put out of court altogether the ignorant and incapable teacher.

Possibility of improvement in power of teachers.

With regard to *Industrial Departments*, the year has seen three additions made to the number of these institutions. There are now, in all, fifty-three schools receiving grants of aid from the Commissioners for the teaching of advanced branches of needlework to special classes. Such classes are composed of extern girls, school pupils who have passed twice in sixth class, and monitresses of the same standing; of these the average attendance in the fifty-three industrial departments was, for the past year, 1,255. This average is calculated from the information obtained by me at my latest visit to each of the schools. Their number would be larger but for what I may call a process of weeding-out which has been going on for some years past; those departments which, on account of considerable emigration in their neighbourhood, or other cause, could not maintain a reasonable average attendance of pupils, having, after due notice and time given for increase, had their grants withdrawn. This is a matter less to be regretted, because such departments were, almost without exception, weak ones, maintaining small classes only, and holding out little prospect of advance in any way. It has been, emphatically, a case of the survival of the fittest in this process of thinning out. The bulk of the departments now recognized by the Commissioners are actively engaged in useful work, and their tendency is an upward one.

Industrial Departments.

In thirteen of them the making of lace is carried on as a principal industry, the kinds taught being—Flat and raised needle-point (in Youghal, Kenmare, Killarney, New Ross, Carlow). Limerick lace (in Kinsale, Tralee, Canal-street, Kilkenny, Golden Bridge). Crochet lace of different kinds (in New Ross, Kenmare). Carrickmacross (in Carrickmacross). Torchon (in St. Patrick's), and Guipure (in Oughterard). Lace in small amounts is made in other departments. In nearly all of them dressmaking is taught, often by system, and with considerable success. Knitting and crochet are favourite occupations in nearly every one, and the making of shirts and undergarments is, of course, an important subject everywhere. Ecclesiastical embroidery, in gold and silver, a very advanced branch of work, has been carried on, for some time past, with success, in Gort Convent Industrial Department, and, to a smaller extent, in Navan Convent. The making of a simpler class of

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vestments is a paying industry in Stradbally, County Waterford, and a large number of departments can undertake the production of surplices, albs, embroidered altar-cloths, and other articles of linen for church use. Mountmellick work is taught in many places—in some, very well, indeed. Highly creditable pieces are produced at New Ross, and Kilrush Convent takes high rank in this subject, as well as in fine plain needlework. The instruction given in this Department is very thorough. Drawn-thread work is another favourite branch, and very good specimens of it are produced in some schools, notably Canal-street and Kinsale. Embroideries, in connection with the making of all sorts of fine underclothing, continue to be the principal occupation in the former department. Art Needlework is taught in the Central Model N. S., and, to a smaller extent, in some other places. Bookbinding does well in one department, Newtownsmith.

Advance made in Industrial Departments.

In looking through my notes on "Visits Paid to Industrial Departments during the past year," I find mention of improvement in quite a large number. Decided progress is chronicled in regard to Crumlin-road, Newtownsmith, and Carrick-on-Suir Mercy Convents; Clonakilty, Killarney, Oughterard are mentioned as steadily advancing; in Kilkenny Presentation and Carlow Convents a great increase of skill in lacemaking has been attained; Oldcastle is noted for general good quality of work, especially plain sewing; and improvements, sometimes considerable, have also taken place in Kells, Crosscavanagh, Fethard, Youghal, Blackrock, Booterstown, St Patrick's, Stradbally (Queen's County), Loughrea, Cashel, and Ennis.

In thirty departments pupils earn regular wages, ranging from 1*s.* weekly, paid for the encouragement of a beginner, to 12*s.* earned by a skilled hand engaged at an advanced kind of work; more than the latter sum is not made as a steady wage, except by workers in connection with the Carrickmacross school. In some other places payments are also made, but irregularly, there being no continuous sale of work. In a few of the richer districts of the country the pupils, who are often the daughters of farmers and shopkeepers, do not wish to do any work except what is intended for their own or their relatives' use.

New Departments recognized.

The three new departments recognised during the past year by the Commissioners are:—

Moyderwell Convent N. S., where pupils are taught dressmaking by system, making of shirts, underclothing, and baby-clothes, knitting and crochet, embroidery, making of little boys' suits, and of surplices, and other articles of clerical use. Average attendance, 23.

Castleisland Convent National School, in which are taught dressmaking by system, making of shirts, and underclothing, fancy knitting and crochet, Mountmellick, and crewel embroidery. Average, 27.

Templeshannon Convent National School, in which the instruction includes dressmaking by system, making of shirts and underclothing, knitting by hand and machine of vests, socks, shawls, petticoats, men's cardigans and jerseys, boys' jersey suits, crochet, simple crochet lace, and baby clothes. Average, 22.

An increase has also taken place in the number of schools which have engaged in the weaving industry. The two new centres are in Carrick-on-Suir Mercy Convent and Stradbally Convent, Co. Waterford.

Progress of the weaving industry.

A short review of the progress of this industry may not be without interest. To the Convent of Mercy, Skibbereen, is due the credit of acting as pioneer in the movement, and, as all pioneers must, of meeting the first and worst of the difficulties which attend upon the making of an important experiment. Some of these were got over with the help

of the late Sir William Ewart of Belfast, whose benevolent assistance and advice were invaluable to the infant industry, and of Sir Thomas Brady, who took a kind interest in it from the beginning, and the work was actually started in May, 1889, with two looms, presented by Sir William Ewart, and a warping mill, the gift of Mr. L. Ewart, his son. In the course of that summer, seven looms, donations from various benefactors, of whom Sir T. Brady was one, were added to the original pair. Since then the weaving has steadily progressed, until now twenty-three looms, nine wheels, and a warping mill are constantly at work, turning out linen of various makes and qualities, lawn, sheeting, ticking, towelling in the piece, towels, cambric for hemstitched handkerchiefs, and tape-bordered handkerchiefs of heavier make. The quality of these productions is guaranteed by the fact that Skibbereen exhibits took three prizes at the exhibition held some time since in Bray, and, again, three prizes, including a first prize, at the National Workmen's Exhibition held in London in 1893. Specially admired on this occasion were the articles embroidered in linen thread on linen made in the weaving-room at Skibbereen, the embroidery being worked by girls and women taught by the Sisters, who make a fair rate of wages at this occupation. Some of this embroidered linen was sent from the Convent as a wedding present to the Duke and Duchess of York, who were much pleased with it, and purchased a further amount.

For a long time past no difficulty has been experienced in finding sale for the goods, of which more than £1,000 worth have been disposed of in a little over three years. Under the active superintendence of Mrs. Doner, in whose hands the idea first took shape, the work is kept in touch with the changes of fashion and the requirements of modern taste. She owes much, in this matter, to the kindness of Mr. L. Ewart, who is always ready to give the advice and information which she needs, to Mr. Richardson of Lisburn, and to Messrs. Preston and other gentlemen, who have constantly encouraged her efforts. There is no doubt that this experiment has proved a remarkable success. Its operation might be extended considerably were a larger working capital available. The weavers would then work longer hours, and earn larger wages. These do not now exceed 4*s.* weekly, but they could be doubled if hands worked full time, and with full energy. Looms could also be set up in some of the neighbouring cottages. A gift of £200, made to the industry by the Marquis of Zetland when Lord Lieutenant, represents the greater part of the capital. It would need to be doubled to give the enterprise scope.

Queenstown Convent National School is, if one may so express oneself, the consort of Skibbereen, the same teacher being paid by the Commissioners to direct the weaving in both places. This was the next school to start the industry. It was begun in October, 1890, with, I think, four looms. It has now at work thirteen looms, three wheels, and a warping mill. Handkerchiefs are largely produced here, and the market for a considerable number of them is found among the tourists who, landing at Queenstown, come to visit the Convent weaving-room as one of the show places of the town.

Gort Convent National School followed the example of Skibbereen in June, 1891. The nuns started with seven looms which filled most of the space available in their work-room, part of which had to be reserved for the use of the Special Industrial Class. They have now eight looms—the eighth, a large wooden one, fitted for heavy weaving,—wheels, and warping mill, at work, and turn out excellent linen of

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different makes, towels, and handkerchiefs. From the first it has been easy to find a market for the products of these looms. The bulk of the linen is used in the manufacture of surplices, albs, altar-cloths, and other articles for church and clerical use, for which many orders are received, chiefly from England. Towels and handkerchiefs find local purchasers, who buy them as soon as they are bleached. Under the active management of the sister in charge a use is found for everything, even the practice-webs of beginners, in which mistakes inevitably occur, being turned to profit. The hours of work here are somewhat longer than in Skibbereen, and the best weavers make 5*s.* weekly.

The Sisters of St. John of God, St. Patrick's, Kilkenny, next established weaving in connection with their schools. They began with seven looms, on the 14th of September, 1891, and have now at work twelve looms, five wheels and swifts, five of the looms being wooden ones. These wooden looms take up more room, but are capable of producing heavy makes of linen and towelling which cannot be woven on the smaller iron ones. To accommodate them the Sisters have been obliged to erect a new weaving room, fifty-four feet by thirty, in which sixteen girls are at work under a very capable teacher appointed by the Commissioners. The most skilled of these make 5*s.* weekly. The goods turned out are several qualities of white linen, plain and twilled sheeting, striped linen, lawn, towelling, cambric for handkerchiefs, and tape-bordered do. The market is principally a private one, partly local, and partly in other parts of Ireland, and in England. Some of the linen is made up in the Industrial Department into shirts, underclothing, pillow-cases, surplices, and so forth, and is disposed of to order. The industry flourishes.

Presentation Convent, Kilkenny, shares with St. Patrick's the services of the teacher in the instruction of its young weavers. Work was commenced here in December, 1891, with three looms and five pupils. Now nine looms, wheels, and a warping mill are in operation, and fourteen girls are permanently employed. The best weavers make 5*s.* weekly. The market is partly private and local, partly to the trade. Two contracts for the supply of sheeting and towelling to workhouses have been received, and these orders will, doubtless, become permanent ones as the better wearing qualities of hand-made fabrics are experienced. There is a fine weaving-room in this school also, capable of accommodating a larger number of looms if necessary, and the management is active.

The Superioress of the Convent of Mercy, Carrick-on-Suir, paid a visit to Skibbereen Convent in May, 1893, and there made herself acquainted with the general management of the weaving industry, which she started, in the July following her return, with seven looms and the same number of pupils. Eight looms, three wheels, and a warping mill are now at work in the large, if homely, weaving room, a building at a short distance from the schools, formerly used as a store, but which the Sisters have converted to a different purpose. Fourteen girls are employed, the most skilled earning as much as 6*s.* weekly. Linens, sheeting, lawn, towelling in the piece, towels, and handkerchiefs are woven, and—a late experiment which promises to be a success—serge. A considerable sale for this material is expected to be found in Convents. Private and local orders are numerous, and a market can also be got, I am assured by the Sisters, in San Francisco. The industry has made very rapid progress here, and seems likely to flourish. As in Gort and St. Patrick's, some of the lawns and linens are disposed of in made-up form through the workroom of the Industrial Department.

Stradbally Convent, Waterford. In the face of many difficulties, the available accommodation being insufficient and the small room awkwardly situated, the nuns here started weaving in September, 1893. A good beginning was made, but the inconveniences attendant on want of space and the too close proximity of the weaving room to the school, were much felt when I visited in October last. Since then I have been informed that the Commissioners could not in this case, under the circumstances, recognise the industry as warranting a grant of salary to the teacher. No aid could be given until a more suitable room had been provided. I hope this may soon be done, as it would be a great pity if the good commencement came to nothing, and the industry in Carrick-on-Suir lost the helpful co-operation of Stradbally in securing the full grant of salary to the teacher.

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On the whole, I see much that is cheerful in a retrospect of this past year

I am, gentlemen,

Your obedient servant,

M. PRENDERGAST.

To the Secretaries.

NATIONAL SCHOOLS HAVING SPECIAL INDUSTRIAL DEPARTMENTS.

(5.)—SYNOPSIS of REPORTS by DISTRICT INSPECTORS on SCHOOL DEPARTMENTS coming within the provisions of Rule 52 (Industrial Instruction), viz. :—

(*a.*) In National Schools whose managers desire that special provision be made for the instruction and training of Externs as well as female pupils who have passed through the Sixth Class, in Embroidery and other advanced kinds of needlework or other approved branches of industrial instruction for females, a salary dependent upon the circumstances of the case may be awarded to a Special Industrial Teacher thoroughly qualified to organize and conduct such instruction. Industrial Instruction.

(*b.*) Such Teacher will be charged with the general supervision of the entire Industrial Education in the School, including the plain needlework, &c., prescribed in the programmes of the several classes, and will be personally responsible for the efficient instruction and training of a Special Industrial Class composed of Extern young women, and such pupils as may have passed through the ordinary literary course of the School.

(*c.*) Each member of the Special Industrial Class must be engaged in receiving Industrial Instruction daily, for such time as in consideration of the nature of the industry pursued may be deemed adequate.

(*d.*) The recognition of a Special Industrial Teacher will not relieve the ordinary female teachers of the School from the obligation of giving efficient practical instruction under the supervision of the Special Industrial Teacher, in plain needlework, &c., to the pupils of the School Classes as prescribed in the programmes, and particularly to the girls of the Sixth Class, under the Alternative Scheme approved for that class.

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(*e.*) To warrant the recognition of a Special Industrial Teacher, there must be a separate work-room suitably furnished and used for the instruction of the Special Industrial Class. The instruction, however, of the several classes in needlework, &c., and of the Sixth Class in the Alternative Scheme, may be carried on wholly or partly by the teachers in this work-room.

(*f.*) The remuneration of the Special Industrial Teacher from the Commissioners is limited to the personal salary awarded to her, but the Commissioners strongly recommend that such salary be augmented from local sources by the Patron or Manager of the School.

(*g.*) In every Industrial Department, a separate Roll Book, and separate Daily Report Book, must be kept for the Special Industrial Class.

Cross-cavenagh Female, county Tyrone. Industrial Department.

Mr. Dewar.

District 15.—Crosscavenagh Female National School, Co. Tyrone.

This Industrial Department has been in operation since March, 1892. The teacher understands the branches taught, viz. :—Plain and advanced dressmaking, knitting caps, jerseys, &c., boys' clothing, shirtmaking, and Mountmellick work.

The number of pupils on the roll was 35, of whom 18 were present on day of inspection engaged as follows :—Seven were dressmaking, four knitting shawls, caps, petticoats, gloves; one knitting stockings, one crocheting a quilt, one crocheting trimming, one making an apron, and one making a chemise. All were engaged doing work for themselves or their homes, and went about it with facility and skill.

In shirtmaking, &c., for Belfast firms, the firms supply the material and take back the work when finished—the pupils receive the fixed rate of pay which the firms allow; as regards the other work, the pupils bring their own material, and nearly all the work is for themselves, but in case of work being done for others, the pupils receive the value of the articles sold.

The pupils in the Literary department showed creditable proficiency in needlework. The alternative Industrial Scheme is not practised. The teaching power is adequate.

Canal-st. Convent, Newry. Industrial Department.

Mr. Ross.

District 19.—Canal Street Convent, Newry.

Industrial Department.

This Industrial Department has been in operation since 1855. The teacher is well qualified, by long experience and training, in all branches of needlework, including dressmaking, cutting-out, plain sewing, knitting, crochet and crewel work. Lacemaking (Limerick and point), embroidery, ecclesiastical work, satin stitch, &c.; drawn linen work, hemstitching and veining, in all of which instruction is given, special attention being devoted to the making of fine underclothing in silk and linen.

The number of pupils on the roll was 54 (of whom 49 were externs) and 46 were present on the day of inspection, engaged at lace making, fine underclothing, and ecclesiastical embroidery.

The work material is supplied by the Community, and the finished work is sold in England and the Colonies or disposed of locally; the pupils receive payment according to skill in working, from 1*s.* to 15*s.* per week.

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Plain needlework is thoroughly well taught in all the classes of this school, and the pupils of the Sixth Class show creditable skill in the industrial branches.

It will give an idea of the amount and character of the work done in this Industrial department, to state that the sum paid in salaries and wages in the past year was £850; the work consisting largely of fine underclothing in silk and linen with the necessary lacemaking, is of the highest order of excellence, as shown by the extensive orders given by ladies of position in London and elsewhere in England, as well as in the Colonies. Some of these orders amount, for material and work, to as much as £100.

District 19.—Rostrevor Convent.

Rostrevor Convent. Industrial Department.

Mr. Ross.

Industrial Department.

This Industrial Department has been in operation since 1868. The teacher is well qualified to teach all branches of plain sewing, cutting-out, and dressmaking; also Limerick and point lace, Mountmellick work, embroidery, knitting, crochet and crewel work.

The number of pupils on the roll was nine (of whom six were externs), and five were present on the day of inspection engaged on fine underclothing and Limerick lace.

The work material was supplied by the Community or by the ladies who give orders for work to be done, and the finished work is disposed of by the saleswoman; the pupils receive payment from 2*s.* 6*d.* to 6*s.* per week, according to ability.

Needlework is well taught throughout all the classes; the only pupils presented in the alternative scheme showed good proficiency in the Industrial branches. The work going on in this department on the day of inspection was of a satisfactory character—being some fine underclothing ordered by a lady resident in London; also lace-work. The instruction is efficient; and it is to be hoped that since excellent accommodation has now been provided for the pupils of this department, a larger number of externs will avail themselves of its advantages.

District 24.—Carrickmacross, County Monaghan.

Carrickmacross, co. Monaghan. Industrial Department.

Mr. Rogers.

Industrial Department.

This Industrial School has been in operation since 1846. The teacher have been trained in the school in Carrickmacross work, embroidery, &c. The number of pupils on the Roll was 72, of whom 13 were present at inspection engaged at Carrickmacross work and embroidery. The material is supplied by the teachers, and the finished work is disposed of by sale, the pupils being rewarded proportionately to the value of their work.

With the exception of third class, in which the top sewing was not good, the proficiency was very satisfactory. The alternative scheme was most successfully taught. The teaching power is very considerable; not only were very fine specimens of lace work exhibited, but all the children from fourth class upward were able to do the lace work, and the pupils of the sixth class were extremely proficient at it.

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Navan Female National School.

Industrial Department.

Navan Female National School. Industrial Department.

Dr. Moran.

This Industrial Department has been in operation since 1889. The teacher is fully qualified to teach all branches of shirtmaking, ladies' underclothing, dressmaking, knitting of all kinds, crotchet work, crewel work, macrame lace, sewing and knitting machines, &c., on which the pupils were engaged on the day of inspection. The number of pupils on the Rolls was 47 (of whom 18 were externs), and 40 were present on day of inspection.

The work material is supplied by the nuns, and the finished work is sold to shops and to those friendly to the nuns. The pupils are paid from 1*s.* 6*d.* to 5*s.* a week, according to their dexterity and efficiency.

The proficiency of the pupils of the literary school in plain needlework, knitting, &c., was satisfactory in all particulars.

Oldcastle Female National School. Industrial Department.

Dr. Moran.

Oldcastle Female National School.

Industrial Department.

This Industrial Department has been in operation since 1891. The teacher served an apprenticeship of five years in New York, and was subsequently head of a dressmaking establishment in that city, and afterwards head of a dressmaking and millinery establishment in Oldcastle. She is well qualified to give instruction in shirtmaking, blouse-making, bodice-making, dressmaking, crochet work, boys' suits, underclothing, knitting.

The number of pupils on the Roll was 37 (of whom 13 were extern), and 31 were present on the day of inspection engaged, with excellent results, upon the branches indicated above.

The work material is supplied partly by the Governors, and in some cases the pupils bring their own material; the finished work is purchased by the pupils and townspeople, and the pupils receive about 5*s.* per week for their work.

The proficiency of the pupils of the literary school in plain needlework, knitting, &c., was exceptionally good; the Inspector characterized it as the best he had ever met with; the teaching staff was excellent.

Kells Convent. Industrial Department.

Dr. Moran.

District 29.—Kells Convent.

Industrial Department.

This Industrial Department has been in operation since 1890. The teacher was educated at Cabra Convent, where she received lessons in scientific dressmaking and shirtmaking from trained teachers, and is well qualified to give instruction in all branches of dressmaking, shirtmaking, Mountmellick work, crewel work, fancy work, crocheting, baby clothing, darning and mending.

The number of pupils on the Roll was 23 (of whom 7 were externs), and 21 were present on the day of inspection engaged on the different branches enumerated above.

The nuns supply materials for dresses and underclothing for orphanage, and the shops in the town send materials to be made up. The finished work was kept by the nuns or paid for by the shops sending material;

the pupils also make up their own materials; the externs are paid from 3*s.* to 4*s.* per week, according to work done. *Appendix C.* Reports on State of Schools.

The proficiency of the pupils is satisfactory in every respect, the alternative scheme not being taught. The teaching staff is adequate; a highly qualified nun is assisted by a lay teacher who is paid by the nuns.

District 30.—King's Inns-street National School, Dublin.

King's Inns-street Convent, Dublin. Industrial Department. *Mr. Eardley.*

Industrial Department.

This Industrial Department has been in operation since 1889. The teacher is competent to instruct in plain sewing and knitting, shirt-making, fancy work, embroidery, crochet, making of boys' suits, corset-making, and holds a certificate from the Scientific Dress-making Association.

The number of pupils on the rolls was 48, of whom 46 were present on the day of inspection engaged in shirt-making, dress-making, knitting, crochet and Mountmellick work.

The work-material is supplied partly by the Community and partly by the pupils; that supplied by Community is given as premiums to the scholars, that otherwise supplied is retained by the pupils, no work being sold.

The proficiency of the pupils of the Literary School in plain needlework and knitting, dress and shirt making, is quite satisfactory. The alternative scheme was not adopted during the past results year. The proficiency of the pupils who have already passed the two grades of sixth class, and of the monitors, is creditable. There are not any externs, as there is not sufficient accommodation, although a vigorous attempt was made last year to provide more space, and the negotiations for the purpose of purchasing two adjoining houses have not been given up. The teaching power is adequate, and the only drawback is the present confined space.

District 34.—Carna Convent. Industrial Department.

Carna Convent. Industrial Department. *Mr. Morgan.*

This Industrial Department has been in operation since 1889. The teacher is able to instruct the pupils in all the branches of needlework which are taught, viz.:—Fine underclothing, embroidery, and drawn work.

The number of pupils on the rolls was 6 (of whom 2 were externs), and all were present on the day of inspection engaged at embroidery, fine underclothing, and drawn work, with satisfactory results. The work-material is supplied by the Community, and is disposed of by sale—some to private orders, and some by the Irish Home Industries Association. The pupils receive the full amount paid by the purchasers for the articles worked.

The pupils of the Literary School have been well instructed in the various branches of the ordinary needlework programme; there are no Sixth class girls on the rolls except the monitor.

The few pupils on the rolls of the Industrial Department and externs are expert at the branches to which they have devoted most time during the past year, viz.:—Fine underclothing, embroidery, drawn work. The teacher is efficient. There has been a falling off in the attendance, due to the suspension of operations in the locality of the Connemara Industries Company.

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Reports on State of Schools.

District 34.—Oughterard Convent.

Industrial Department.

Oughterard Convent. Industrial Department.

Mr. Morgan.

This Industrial Department has been in operation since 1889. The teacher is qualified to teach shirtmaking and plain needlework, Mountmellick work, woollen and crochet work, Guipure and English point lace, drawn thread work.

The number of pupils on the rolls is eighteen (of whom nine are externs), and all were present on the day of inspection engaged on Guipure and English point lace, drawn thread work, woollen and crochet work, Mountmellick work, shirtmaking, and plain needlework.

The work material is supplied by the Community, and the work is disposed of by sale, partly in the neighbourhood, and partly through the Irish Home Industries Association, and the pupils are paid by piece-work.

The pupils of the Literary School are expert in the different branches of the needlework programme, with the exception of a few girls in Second Class.

The alternative programme has been well taught in Sixth Class. The pupils who have already passed Sixth, and externs in the industrial department, have worked with success during the year, and have made great progress in lacemaking since last Results Examination. The teaching staff is adequate.

District 34.—Newtownsmith Convent.

Industrial Department.

Newtownsmith Convent. Industrial Department.

Mr. Morgan.

This Industrial Department has been in operation since 1889. The teacher was instructed in a Convent school, where she obtained a thorough knowledge of all branches of shirtmaking and plain needlework, woollen and crochet work, dressmaking, Mountmellick work, embroidery, crewel and drawn thread work.

The number of pupils on the roll is nineteen (of whom nine are externs), and sixteen were present on the day of inspection engaged on shirtmaking, dressmaking, knitting and crochet, Mountmellick work, embroidery, drawn thread work, and crewel work, with satisfactory results.

The work material is supplied by the Community, and the finished work is disposed of by local sale and through the agency of the Irish Home Industries Association; the payment to the pupils varies, the average being 2*s.* 6*d.* weekly. With the exception of those in Second Class, the pupils of the Literary School are thoroughly proficient in the needlework programme. The alternative scheme has been taught with great success in Sixth Class. The pupils who have passed Sixth and externs are making satisfactory progress. The teaching power of the department is adequate.

District 35.—Loughrea Convent (St. Vincent's).

Industrial Department.

Loughrea Convent. (St. Vincent's). Industrial Department

Mr. O'Reilly.

This Industrial Department has been in operation since 1890. The teacher is punctual and attentive to her duties. She possesses a fair knowledge of all branches of plain needlework, knitting, crocheting, scientific dressmaking, embroidery, sprigging, &c.

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Reports on State of Schools.

The number of pupils on the roll is 13 (no externs), and 11 were present on the day of inspection engaged on plain needlework, dressmaking, lace work, macramé, and fine underclothing; the pupils receive no payment.

The work material is supplied by the Community, the finished work is mostly given to the poor, and the rest goes to the pupils.

The general proficiency in needlework of the pupils of the Literary School is satisfactory. The alternative Scheme is successfully carried out in Sixth Class, an abundant supply of materials for the more usual branches it embraces being always placed in the hands of the pupils by the Community. No extern pupils proper attend this department. Including monitresses, on an average about twelve pupils, who have already passed the second stage of Sixth, continue at school to profit by the advantages to be derived from attendance at this department. The teaching staff consists of the Industrial teacher proper and two sisters of the Community. They are attentive to their duties and fully competent to discharge them successfully.

District 40.—Blackrock Convent, Co. Dublin.

Blackrock Convent, county Dublin. Industrial Department.

Industrial Department.

Mr. J. Browne.

This Department has been in operation for more than twenty years, and is in charge of a good skilful teacher of needlework, who knows and does her work well. She was trained as a monitress in Kingstown Convent National School, and attended a special class for instruction in the Technical School, Kevin-street, Dublin. The branches taught are plain sewing, shirtmaking, making of underclothes and baby clothes, dressmaking, knitting, crochet, Mountmellick and wool work.

The number of pupils on the rolls was 15 (11 externs), of whom 11 were present on the day of inspection engaged at dressmaking, plain sewing, and wool work.

The work material is supplied partly by the Community and partly by the pupils, and the finished work is disposed of by the pupils retaining that produced by their own material, and the rest is given to the poorer children as rewards or in charity. The proficiency of the several classes in their respective needlework programmes is good, and the teaching power is adequate. Efforts will be made to increase the attendance of externs.

District 40.—Booterstown Convent, Co. Dublin.

Booterstown Convent, county Dublin. Industrial Department.

Industrial Department.

Mr. J. Browne.

This department has been more than twenty years in operation. The teacher is an experienced, well qualified, and efficient teacher of needlework; she served an apprenticeship to a professional dressmaker, and possesses the requisite knowledge of the branches taught:—Plain sewing, knitting, crochet, shirtmaking, dressmaking, baby clothes, Mountmellick work, macramè lace, &c.

The number of pupils on rolls was 13 (of whom 9 were externs), and 10 were present on day of inspection, engaged, with good results, on plain sewing, shirtmaking, dressmaking, and wool work.

The material is supplied by the Community, and the finished work is given as rewards to pupils—none of it is disposed of.

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The proficiency of the pupils of the Literary school in plain needlework, knitting, &c., was very good in all the branches of the programme, and in the alternative scheme the proficiency of the girls and monitresses was equally good. The specimens of plain sewing, cutting out, and wool work executed in Inspector's presence at the examination were nearly all very good. The teaching staff is ample. Manager has promised to use his influence to increase the staff of externs.

Gort Convent. Industrial Department.

Mr. M'Alister.

District 42.—Gort Convent, Co. Galway.

Industrial Department.

The Industrial Department has been in operation since June, 1891. The teaching staff is well qualified in Church embroidery, Mountmellick work, sprigging and weaving.

There were 26 pupils on the roll, of whom 16 were present at the time of inspection, engaged at weaving, Church embroidery, Mountmellick work, &c. A considerable amount of finished work was shown, and all present appeared to thoroughly understand their work.

The material is supplied by the Community, and the finished work is disposed of through agents in England and Ireland, and the pupils receive payment of from 4*s.* to 5*s.* per week, according to their capacity.

The girls enrolled in the Sixth and lower classes exhibited due proficiency in plain needlework, &c. The pupils of Sixth class were well prepared in the branches selected from the alternative programme. They are present for two hours daily in the work-room, where two looms are reserved for their use, and where, in addition to proper instruction in shirtmaking, weaving, and Mountmellick work, they have an opportunity, if desirous, of learning the use of the sewing and knitting machines, and of practising various kinds of embroidery and fancy work.

The staff, which is composed of a member of the Community, a weaver of skill and experience, and an assistant trained by them, is at present adequate.

Kilrush Convent. Industrial Department.

Mr. Hogan.

District 45.—Kilrush Convent.

Industrial Department.

This Industrial Department has been in operation since 1868; the teacher is fully qualified to teach all the branches of art needlework, embroidery, crocheting, lace, knitting, plain and fancy work.

The number of pupils on the rolls is 36 (of whom 17 are externs), and 25 were present on day of inspection, engaged on dressmaking, shirtmaking, knitting, Mountmellick work, and point lace.

The work material is supplied partly by the Community, partly by the pupils; some of the finished work is disposed of by sale, some is retained by the pupils, and some given away in charity; the pupils are paid according to skill and amount of work done.

The industrial work is receiving due attention, and the needlework done by the pupils of the Literary school is satisfactory; the cutting out and knitting show of specimens is very creditable. In the Sixth industrial class the programme has been followed, and knitting and dressmaking are well done. The teaching power is adequate.

District 45.—Kilkee Convent.

Industrial Department.

Kilkee Convent. Industrial Department.

Mr. Hogan.

This Industrial Department has been in operation since 1892. The teacher is fully qualified to teach all varieties of needlework, knitting, dressmaking, Mountmellick work, fine underclothing, darning, &c., shirtmaking, crocheting, crewel work, and point lace.

The number of pupils on the roll is 32 (of whom 7 are externs), and 16 were present on the day of inspection, engaged on all the branches mentioned, with satisfactory results.

The work material is supplied partly by the Community, and partly by the pupils themselves, and of the finished work, some is sold, some given away, and some kept by the pupils; the pupils are paid by piece-work.

The proficiency of the pupils in the Literary school in plain needlework, knitting, &c., is satisfactory. The Alternative Scheme has been successfully taken up in the Sixth class. The business of the Industrial Department is carried on creditably and the teaching power is adequate.

District 45.—Ennis Convent, County Clare.

Industrial Department.

Ennis Convent, county Clare. Industrial Department.

Mr. Hogan.

This Industrial Department has been in operation since April, 1891. The teacher is fully qualified to give instruction in dressmaking, shirtmaking, crochet, crewel work, embroidery, crochet lace, Mountmellick work, all kinds of needlework, and knitting.

The number of pupils on the roll was 27 (of whom 13 were externs), and 24 were present on the day of inspection engaged at dressmaking, shirtmaking, needlework, knitting, and Mountmellick work.

A satisfactory standard is attained in the Literary school in needlework, knitting, &c. Nine girls in Sixth industrial class are well prepared in the two branches taken up, and the needlework programme has received due attention as far as regards remaining pupils in the class. The teaching power of the Department is adequate.

District 48.—Youghal Convent.

Industrial Department.

Youghal Convent. Industrial Department.

Mr Connelly.

This Industrial Department has been in operation since 1890. The teacher is well qualified by experience to instruct in all branches of plain needlework, dressmaking, embroidery, and Youghal lace. The number of pupils on the rolls is 24 (of whom 22 are externs), and 21 were present on the day of inspection, engaged on Youghal lace, plain needlework, dressmaking, and embroidery. The work material is supplied by the Community, while some pupils make up their own materials for private use. Part of the finished work is given away and part sold. The only pupils paid are the lacemakers, who receive from 2*s.* to 12*s.* per week.

The work of the pupils of this department comprises the instruction of the Sixth class, according to the Industrial Programme, in dressmaking and embroidery, with plain needlework and shirt-making, in which adequate proficiency is exhibited, and the making of Youghal point-lace by workers, including adult women of various ages.

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New Ross Convent (No. 1). Industrial Department.

Mr. Morgan.

District 49.—New Ross Convent (No. 1).

Industrial Department.

This Industrial Department has been in operation since 1886. The teacher, who received industrial training at Mountrath Convent, is fully qualified to instruct in all branches of point-lace making, Guipure lace making, crocheting, Mountmellick work, and sprigging.

The number of pupils on the Rolls is 42 (of whom 32 are externs), and 30 were present on the day of inspection, engaged on Guipure and point-lace, crochet, Mountmellick work, and sprigging.

The work material is supplied by the Community, the finished work is disposed of by sale to retail merchants in London and Paris; the pupils receive in payment from 4*s.* to 10*s.* per week.

In the Literary school, all the pupils, with the exception of those of Second and Third class, have been well taught; the pupils of Sixth class are proficient in shirtmaking and the two other subjects taught under the Alternative Scheme. There is a large number of pupils who have passed in Sixth class and externs, all of whom are expert in lacemaking, crochet, and Mountmellick work; the teaching staff is adequate.

Mount St. Vincent National School, Limerick. Industrial Department.

Dr. Bateman.

District 51.—Mount St. Vincent Female National School, Limerick.

Industrial Department.

This Industrial Department has been in operation since 1877. The teacher is qualified to instruct in plain dressmaking, shirtmaking, fine underclothing, and fancy work.

The number of pupils on the Rolls is 55 (of whom 40 are externs), and 52 were present on the day of inspection, engaged on dressmaking, shirtmaking, fine underclothing, fancy work, ordinary and machine knitting.

The work material is supplied by the Community, and by parties giving orders, the finished work is disposed of by sale. The pupils receive no payment except premium rewards.

The proficiency of the pupils of Literary class in plain needlework and knitting was satisfactory, effective instruction was imparted in the Alternative Scheme; the pupils who have already passed Sixth class and the externs evinced creditable progress in the business of the Industrial Department. The teaching power of the department is ample.

Carrick-on-Suir Presentation Convent. Industrial Department.

Mr. Smith.

District 53.—Carrick-on-Suir Presentation Convent.

Industrial Department.

This Industrial Department has been in operation since 1887. The teacher is fully qualified to give instruction in dressmaking, shirtmaking, the making of boys' suits, of pinafores, and of underclothing, knitting of stockings, vests, &c., by hand and by machine, crewel and Mountmellick working, crocheting, embroideries, marking, macramé, &c.

The number of pupils on the rolls is 26 (of whom 15 are externs), and 24 were present on the day of inspection, of whom some were engaged at shirtmaking, some at making boys' suits, some at embroidery, one at Mountmellick work, and three knitting jerseys, two engaged at crewel work. The work done showed due supervision and care.

The work material is supplied by the local shopkeepers and the Community, the finished work is disposed of to the local shopkeepers, and part of it given to the poor. The pupils receive payment from 1*s.* 6*d.* to 6*s.* per week.

The needlework and knitting of the pupils of the Literary school display a high order of excellence, and leave nothing further to be desired; the Alternative Scheme is dispensed with, but most of Sixth class pupils are proficient in several branches of Industrial Scheme, which they learn in conjunction with the ordinary needlework programme. The proficiency of the pupils and monitors who have already passed Sixth class, and externs in the business of Industrial Department is satisfactory; the teaching staff is adequate.

Tralee F. Convent, co. Kerry. Industrial Department.

Mr. Coyne.

District 54.—Tralee Female (1) Convent, County Kerry.

Industrial Department.

This Industrial Department has been in operation since November, 1889. The teacher is qualified to teach lace-making (Limerick), embroidery; plain and fancy work of every kind. She has also obtained certificates and medals from South Kensington for art works and designs, for freehand, model drawing, shading, &c. The industrial branches taught are lace-making (Limerick lace); crocheting; shirt-making; plain and fancy work; embroidery.

The number of pupils on the Roll was 55 (of whom 39 were externs), and 44 were present on the day of inspection, engaged, with very satisfactory results, at lace-making, crocheting, embroidery, knitting, plain needlework (including shirt-making).

The material is supplied by the nuns and the pupils, and the finished work is disposed of to the public. The pupils are remunerated at the rate of 3*s.* per week and upwards.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., is satisfactory, and that of the Sixth Class girls in the Alternative Scheme very satisfactory. The teaching power is adequate.

Clonakilty Convent, co. Cork. Industrial Department.

Mr. Daly.

District 59.—Clonakilty Convent, County Cork.

Industrial Department.

This Industrial Department has been in operation since January, 1891. The teacher is a member of the Community, and was for years superintendent of the ordinary needlework of the school. The branches taught are ordinary needlework, sewing machine, and advanced dress-making, knitting by hand and machine, fine underclothing, lace-making, and Mountmellick work.

The number of pupils on the Roll was 32 (of whom 7 were externs), and 26 were present on day of inspection, engaged, with very good results, on the various branches indicated above. The material is purchased by the Community, and the finished work is disposed of to local traders and purchased by the Irish Cottage Industries Society, London. The pupils receive from one to six shillings per week, according to capacity. The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., and of the Sixth Class girls in the Alternative Scheme, was good, and the teaching power is effective.

Appendix C.

Reports on State of Schools.

Mr. Carroll, Superintendent of Agricultural Department.

(6.)—Report on the Model Farms and Agricultural Schools by the Superintendent of the Agricultural Department, Mr. Carroll.

Albert Farm, Glasnevin, Dublin,

March, 1894.

General.

Gentlemen,—I beg to submit my report upon the Agricultural Department for the year 1893.

The year '93 will long be remembered on account of its phenomenal drought, and the alarms that were consequent upon it in the Agricultural interests of the United Kingdom.

On the whole, Irish Agriculture did not suffer as much as might have been expected, and, generally, tillage districts bore crops of a yield perhaps above the average.

The potato crop, which is still of considerable importance to this country, was unusually abundant, and the difficulty of a "second growth," which usually marks a summer of dry weather, was not at all noticeable in the potato crop of 1893.

This "second growth" in the potato is prejudicial because of its injury to the tubers in reducing their nutritive quality. There is also the danger that the tubers that have been subjected to this growth may be kept over and used as "seed" the following season, with the result that the "eyes" having already performed their function of sending forth a stem will remain dormant, leaving blanks in the crop.

The satisfactory prices realized for pork during the year promoted a profitable consumption of the potato crop on pig-feeding in districts within which that industry is practised.

The corn crops in Ireland, now practically reduced to the growing of oats and barley, may be considered as having been satisfactory on the whole. The quality of the barley was not so good as might have been expected if the season had been less dry. A period of good harvesting weather, through which the crop was well and economically saved, however compensated for the slight want of plumpness in grain that was noticeable.

The value of the oat crop was increased through the opportunity afforded of timely saving the crop, so that the straw was in good condition as fodder for cattle during the winter. As it was expected that the wintering of store cattle in Ireland for the English and Scottish markets would be profitable, the plentiful supply of winter provender was a matter of considerable importance to the Irish farmer.

The growth of wheat in Ireland, according to the published Agricultural Statistics, is still declining.

It would be interesting to ascertain whether this decline has taken place solely upon farms of large acreage, and whether any increase in the cultivation of wheat has taken place upon small farms.

There appears to be upon small farms in the South of Ireland an increased breadth of wheat cultivated, the produce being ground into flour for consumption in the peasants' families. This growing of wheat

for the food of the cultivator is deserving of every encouragement. It may be considered as one of the early signs of thrift, and in addition to the family's having food for the cost of production, there are the advantages of the offal being available for the food of pigs, poultry, and other animals of the farm.

In the Agricultural Department of the Commissioners of National Education, considerable attention has been given to dairying during 1893.

For the purpose of developing improvement in the creameries that were established with such rapidity in this country a special instructor was appointed in April, 1893.

During the year this instructor visited forty creameries and reported upon their condition to the Commissioners. The reports contain the records of suggestions that will, in due time, be useful for the general improvement of the creamery system.

There are at present in operation in Ireland about 150 creameries, of which about 35 are in connexion with the Co-operative Union, which may be described as a system by which the farmers of a district organize themselves under the general rules of co-operation for the purpose of associated dairying. A code of rules is in existence under this system by which uniformity in the practice of the business of the creameries is observed. A uniform set of accounts is kept in the creameries belonging to this system. The accounts are subject to audit by a professional auditor engaged by the Co-operative Union, and advice on the business part of the creamery is at the service of the dairy farmers who are joined in co-operation.

Recently a Sales Department in the Co-operative Creamery movement has been established, by which creameries are relieved in a great measure of the difficulty of finding customers for their products.

The system of co-operation lends itself admirably to the practice of dairying, and the promoters of the movement in Ireland report that so far most successful results have been obtained in what has been done for the creameries of this country through co-operation.

A large number of creameries are established as joint stock concerns or as limited liability companies.

There are a few private creameries in the country but the tendency appears to be towards associated dairying, co-operative, or otherwise, in districts where creameries are being established.

The principles of co-operation in this important industry appear to be deserving of every encouragement, both on account of its advantages in production and trade and its educational influences. The people acquire trustfulness. They are called upon to take part in business transactions in a way that should develop the practical qualities necessary for success in life; and opportunities are afforded for acquiring habits of enterprise hitherto too little exercised in agricultural life.

The difficulties with which the creameries have to contend may be classed as the avoidable and the unavoidable. Many instances are to be met with in which the avoidable difficulties are allowed to continue without any attempt at improvement. In many cases ignorance on the part of Managers led up to this condition; apathy in others entailed much loss upon the proprietors. It was the business of the Dairy Instructor to find out where difficulties could be overcome, and to offer information to proprietors willing to receive suggestions upon points that would ensure improvement.

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Mr. Carroll, Superintendent of Agricultural Department.

Dairy instruction.

In many cases proprietors of creameries were not aware of the loss that arises through their not being able to test the quality of the milk received at the creamery. Other cases of loss arose through want of knowledge of the proper methods of cream separation. Considerable loss in quantity and quality of butter from cream might arise through want of knowledge of ripening cream. These were some of the defects for the remedying of which the Dairy Instructor offered such suggestions as might be needful. His visits have been willingly received, and as a rule very considerable improvement has been the result.

Many applications for the services of the Instructor had to be set aside during the year, through want of time on his part to accede to them.

In consequence of the scarcity of skilled Managers for creameries it was considered desirable to provide a session of instruction for young men at the Commissioners' Dairy School at Cork, during the winter; a time when Managers of creameries already engaged in active work or young men intending to prepare for managerships might conveniently attend. The number who presented themselves was ten.

Special instruction in dairying was given to these young men. Three cream separators of different make were in operation, and a large quantity of milk was provided for each day's instruction.

Lectures on the chemistry of milk, butter, and cheese were given by an eminent chemist. The instruction was mainly directed to dealing with factory dairying and the science as well as the practice of dairying was fully entered upon.

Examinations were held at the end of the session, and certificates will be given to the dairy students at the expiration of twelve months from the special session, provided the students have given effective service in a creamery during the period.

It is hoped that from this system of special instruction to creamery Managers a useful class of men may be developed, and that the present imperfect methods may be superseded by improved systems of management, through which increased profits to the Irish farmers may accrue and improved yield in dairy products may be provided for the market.

Recently, an earnest desire to improve upon old dairy practices has been shown; and the means now provided for instruction in dairying in the Commissioners' Agricultural Department, if duly availed of by the dairy farmers, should stimulate industrial progress.

These may be briefly stated as—

(*a.*) The instruction to female teachers at the Training College, Marlborough-street.

(*b.*) The system of payments by results fees in certain National Schools.

(*c.*) The provision for instruction and inspection in creameries and butter factories.

(*d.*) The system of itinerant instruction in dairying by which Instructors may be sent to districts throughout Ireland.

(*e.*) The instruction in dairying at the special Dairy Session at the Glasnevin and Munster Agricultural Institutions.

The Albert National Agricultural Institution.

During the year there were in attendance at this institution—

1. *The young men (Queen's Scholars) who are in training for teacherships of National Schools.*

(*a.*) From the Marlborough Street Training College, 97.

(*b.*) From the Church of Ireland Training College, 33.

The time and attention of these students on the occasion of their visits are mainly devoted to acquiring information upon the farm as to the practical application of the book knowledge upon which they are examined for certificates.

The advantages of such an attendance upon a farm where improved agriculture is practised, should facilitate, in a marked degree, the intelligent teaching of agriculture in the rural schools of the country.

I have for a long period considered that teachers of rural schools should be made capable of giving instruction in the elements of Agricultural Chemistry, Geology, and Botany. There is available a full supply of text books on Elementary Science suited to the young persons attending primary schools, and adapted to the circumstances of districts where manufactures engage a large proportion of the population. A system of Elementary Science teaching, suited to agriculture—the occupation of the great proportion of our people—is equally desirable for this country.

The merely scientific farmer, however, who enters upon practical farming without experience of the business of farming soon experiences loss of capital. Farming upon scientific principles is injured through the failure of those who relied solely upon their knowledge of science to enable them to farm profitably. Many cases have come before the public where farms have been taken by men whose qualification to farm consisted only in having had a good scientific education and knowledge of the theory of agriculture, and an abundance of capital wherewith to introduce improved systems of farming. The want of knowledge of the practice of farming caused failure, and loss of capital, and the scientific designer of improved systems of farming was obliged to abandon his mission, having created an erroneous feeling that the application of improved methods meant serious loss to those who adopted them.

How different is the case where young persons are not only instructed in the principles of science applicable to agriculture, but also acquire a practical knowledge of the business. So also the farmer who has knowledge of Mechanics, Botany, Agricultural Chemistry, and of Medicine as applied to the animals of the farm, is in a better position than the merely practical man. He is resourceful in time of difficulty. He is capable of originating systems that will be successful in practice. He is not likely to attempt revolutionary methods of changing the systems of farming that have had long usage in a district, but by a combination of science and practice, he will pursue methods of cultivation and management appropriate to the soil, and to the circumstances generally of the district.

I repeat then that our youths should have the opportunity at as early an age as is consistent with proper education for entering upon a systematic course of instruction in Agriculture, both in theory and practice.

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The Albert Agricultural Institution.

This scientific instruction of youth cannot be attained until the Managers are awakened to a sense of its importance, and until the teachers have been themselves instructed; and every facility should be afforded to the teachers for acquiring such a knowledge of this industry as may qualify them for the efficient instruction of our young people.

2. The Male Agricultural Pupils.

The number of pupils who attended during the year was—

Free by competitive examination,	25
Paying Intern Students,	18
Extern living in the neighbourhood of the Institution,	2

The pupils of 1893, gave every satisfaction during the course of the session. They were most attentive at study and in their general conduct very orderly.

The experiment of supplying text books on a new principle was tried during the course of training and found to be most satisfactory.

Each pupil is supplied with text books upon the subjects of the lectures delivered at the Institution. The students undertook to deliver these books up in good condition at the end of the session, otherwise the cost of the book would be charged against them. The books were in all cases carefully returned without having received ill-usage. By this method of supplying good text books interest in their subjects is more keenly awakened, and whilst uniformity in study is maintained, concentration of thought upon the matter of the lectures delivered is promoted.

3. Female Dairy Students.

The interest hitherto taken in this department of the Albert Agricultural Institution continues. At the session—

January 6th to February 20th,	28 Pupils attended;
November 6th to December 20th,	32 Pupils attended.

The Royal Dublin Society contributed a moiety of the sum previously given for prizes at the dairy school. Notice has been given that these prizes will not be given in future. They were mainly awarded upon examination at the end of each session in the form of free scholarships for future courses.

The pupils of the Dairy School of the Institution were most satisfactory in every way. The work of the dairy is severe and often trying, yet it was cheerfully performed by the pupils.

The Examinations at the close of the sessions showed that they had acquired much information during the course, and it may be confidently stated that during the year good work has been accomplished in this Dairy School.

The course of instruction comprises the practical work of milking cows, feeding calves, churning cream, butter making, and the making of various cheeses. Lectures are given upon the theory of dairy management and the care and feeding of farm animals. The examinations at

the end of the sessions in many cases show intelligent acquisition of knowledge. Indeed, many of the pupils' papers would compare very favourably with those of high class schools, and the general industry of the pupils in their studies is most commendable.

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The Farm.

The crops upon the farm were excellent in 1893. Seldom have I seen such general excellence in the crops here. The extreme drought which in other places was so injurious did not appear to have affected the crops on this farm. This may be mainly attributed to the system of deep cultivation, by which moisture was retained in the soil. This proved a good object lesson for the pupils, whose experience of tillage generally is of a character very different to what is practised at the Glasnevin farm.

The health of the farm stock has been most satisfactory, and a fair return has been shown for the working of the farm during the year.

The farm stock kept during the year has been :—

—	1893.	1892.	1891.
Horses,	8	9	10
Cows,	51	48	52
Young Cattle,	23	20	22
Sheep,	55	49	40
Pigs,	87	56	70

The produce of the following crops in stones, 14 lbs., was :—

—	1893.	1892.	1891.
Wheat,	250	270	285
Oats,	238	217	280
Barley,	208	216	232
Mangold,	4,800	6,080	5,600
Swedes,	3,360	4,480	4,320
Potatoes,	1,600	1,280	1,920
Cabbage,	1,000	4,320	4,160

	£	s.	d.
The Farm Profits were,	741	4	7
Rent,	672	10	1
The Valuation of Farm Stock 1893,	3,105	5	8
„ „ 1892,	3,169	8	2

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In an appendix are set forth the result of experiments:—

I. Upon the feeding of cows, with the view of testing the effect of foods of different quality upon the milk yielded.

II. Upon experiments in dressing the potato crop with sulphate of copper solution.

Balance Sheets of the Farms are also appended.

The Albert Agricultural Institution.

The Munster Agricultural and Dairy School.

MUNSTER AGRICULTURAL AND DAIRY NATIONAL SCHOOL.

Its classes consist of—(*a*) young men who enter for a course of four months' instruction in practical agriculture as residents at the institution; and (*b*) young women who enter for courses of two months' instruction in the practical work of dairying, also residents.

The general success of this school which has been reported during the past ten years continues.

The number of young men attending the agricultural session from 21st August to 20th December was 17. This is an increase upon the attendances of former years. Seven young men who attended this class were admitted by competitive examination to free studentship at the Albert Agricultural Institution, Glasnevin.

The dairy sessions for instruction to young women were attended as follows:—

	Pupils.
First Session, from 25th January to 24th March,	31
Second „ from 29th March to 27th May,	31
Third „ from 31st May to 28th July,	36

The agricultural side of the school is made as useful as the circumstances of the school permits. The young men are instructed in the theory and practice of agriculture and horticulture, land surveying, and elements of mathematics useful in an agricultural school. Most of the pupils who attend the Munster Agricultural School compete for the free studentships of the Glasnevin Agricultural Establishment, and in these competitions they are generally successful; they thus, at a very moderate expenditure, obtain a useful course of agricultural instruction extending over ten months of each year.

The dairy, always the important department of this agricultural school, has continued its very useful work. All the conditions necessary for young women to obtain a good training in dairy management are present. A large supply of milk and cream is dealt with. An average number of cows (30) is kept upon the farm. These cows are milked by the pupils; their calves are reared for the instruction of the female pupils. Pig feeding is carried on; fowls are reared in large numbers, and altogether woman's work on the farm is well represented.

In addition to the work of the dairy, the pupils, under the supervision of a local committee of ladies, receive instruction in cooking and laundry work.

Many of the pupils obtain good employment at the conclusion of the course of instruction, some as teachers of dairying, others in creameries or private dairying; others return to their homes to put into practice the lessons of the dairy school.

Appendix C.

Reports on State of Schools.

The good results of the working of the Munster Dairy School are fully appreciated in the South of Ireland, and the monetary advantages conferred upon the farmers of the province of Munster by this institution are very considerable.

Mr. Carroll, Superintendent of Agricultural Department.

On the farm experiments on the controlling of potato disease, by the application of sulphate of copper preparations, were carried on. These experiments, continued from former years, were, during 1893, rendered unnecessary in consequence of the freedom from disease in the potato crop in the South of Ireland.

The Munster Agricultural and Dairy School.

An important experiment in the direction of ascertaining the mode by which the potato disease reaches the tuber was again carried on this year on the farm of the Munster Agricultural School. This experiment is reported in appendix to this report, and corroborates in some degree at least the evidence of previous experiments against the theory that the tubers of the potato are affected by the disease through the mycelium of the *Phytophthora Infestans* reaching them by means of the underground stems.

A very important experiment was conducted to test the question of the presence of water in butter under circumstances of churning cream under a high temperature.

These experiments, also reported in appendix, show that a large percentage of water in butter is not by any means a result of churning under high temperature, and that with high temperature skilful manipulation of the butter, in the making, will largely influence the quantity of water contained in it.

The local committee has continued to give much attention to the affairs of the school during the year, and the branch committee of ladies, who are unremitting in their care of the dairy pupils, deserve every praise for their activity and their kind consideration for the pupils' comforts.

The ordinary Agricultural Schools.

Ordinary Agricultural Schools.

Ballyroe, Co. Galway.

Examined—10*th May*, 1893.

There is some slight improvement in the management of the farm attached to this school. There is, however, need for further progress. In consequence of the difficulty in procuring skilled labour to work the whole of the farm on a regular rotation cropping system the teacher elected to reduce the portion of the farm under tillage, and to lay down to pasture more land than had hitherto been in grass. By this change it was expected more economy could be exercised in the farm management, and that the tillage would be better done. At first the tillage was not as thorough as it should be, and the work was not performed in a skilful and neat manner, but I noticed at my last inspection that matters are improving. The farm is situated in a district where an example of good cultivation would be useful, the farms in the neighbourhood of the school being small and suited to spade cultivation.

13 Pupils were examined.
13 „ passed

Appendix C.

Reports on State of Schools.

Mr. Carroll, Superintendent of Agricultural Department.

The ordinary Agricultural Schools.

CARRAGORU, Co. MAYO.

Examined—*6th August*, 1893.

This little farm, on the shores of Lough Conn, is well situated for its purpose. The character of the land is suited to tillage farming, and without being rich soil it responds to careful and liberal cultivation. Originally the cultivated land in this district must have been won from a state of nature by laborious and patient cultivation. The soil appears to have been formed of drift, and enormous boulders of granite over the land still contribute to make farming in the district difficult.

The school farm is well suited to the growth of green crops and oats. Indeed I have seen crops of Swedes on this farm that would compare very favourably with crops grown in more favoured situations.

The teacher of the school is a man of considerable intelligence. He holds certificates from the Science and Art Department, and he has successfully taught science classes for examination under South Kensington. His teaching of agriculture upon the farm has not, however, been as satisfactory as I desired, and I was reluctantly obliged one year recently to report against payment of results fees. There has been some improvement since, and my examination in 1893 showed some advance in the condition of the school in respect of the teaching of practical agriculture, and I trust that further progress will be made.

A little cottage garden at this school gives evidence of what the careful cultivation of land in this district might obtain. Parsnips, carrots, cabbages, and peas are grown in this garden of as fine quality as can be produced in any part of the United Kingdom.

10 Pupils examined.
10 „ passed.

KILLASSER, Co. MAYO.

Examined—*7th September*, 1893.

This is one of the best cultivated farms of the Agricultural schools in the Province of Connaught. Since the school was taken into connexion with the Agricultural Department, the teacher has not spared trouble or expense in bringing the little farm up to the standard of perfection desirable in such educational establishments. I have no hesitation in stating that the existence of such schools, farms, and gardens over a large area of the west of Ireland, would bring about much improvement in the systems of farming of the peasantry.

Whilst the improvement of the farm has cost the teacher of the school a considerable amount of money, and an expenditure of a good deal of labour, he admits that the outlay is now being recouped by increased produce in the crops, whilst the satisfaction of seeing the surroundings of his residence in a tidy and orderly condition, gives a pleasure not to be measured by financial considerations. At this farm, during 1893, a number of fruit trees were planted. This experiment of fruit growing in this district will be watched with interest because of the rather bleak and exposed condition of the farm.

10 Pupils examined.
10 „ passed.

Doocastle, Co. Mayo.

Examined—12*th September*, 1893.

The farm of the Doocastle National School is situated on the borders of a district of very inferior land. It has for a long period, under the late teacher of the school, been a model of good careful cultivation, and the crops that were grown upon it were superior to any in the neighbourhood, not excepting those of much better land. The mangold crop, especially, was exceptionally good. The example of good cultivation set here must have had considerable influence on the farming practices of the small as well as large farmers of the district, especially in illustrating the increased yield of crops from careful and enlightened methods of cultivation. The farm is fairly well managed by the present teacher, who has had an increase to the quantity of land formerly attached to the agricultural school.

An experiment in fruit culture has been made here. A number of young apple trees were planted during the autumn of last year.

43 Pupils examined.
39 „ passed.

Kinaffe, Co. Mayo.

Examined—8*th September*, 1893.

The Kinaffe school farm is situated in a district fairly "congested." It is well placed as an example farm, being near to the public road from Swinford to Kiltimagh.

The teacher of the school has made a good beginning towards exemplifying a good system of land cultivation. Already may be seen crops very much better than those formerly grown upon the farm, and far before the crops of other small farms in the district.

The dwelling-house and outbuildings are undergoing a process of improvement, and a suitable cottage garden is being brought into cultivation. I am hopeful that the example of skilful good management that will be set here may be useful in inducing the small farmers of the district to improve their methods of farming.

	Examined.	Passed.
Class IV., ...	8	6
Class V., ...	6	6
Class VI., ...	5	5

Lehinch, Co. Mayo.

Examined—26*th May*, 1893.

The farm attached to this school has at all times given me full satisfaction. It is well laid out, and the teacher has certainly done his duty in its management. The cottage garden is quite attractive, because of its good cultivation. The crops of vegetables are generally very fair, and a number of flowers are grown, so that during the summer months the place is quite gay. It would be a pleasant development indeed if all the small farms in the district were brought into as good a state of cultivation as this, and I have confidence in stating that the system of management on this farm, if extended, would improve the incomes of the people by at least thirty per cent., not to speak of the increased comfort and moral elevation that would accrue through the improvement in the "surroundings" of the peasantry.

	Examined.	Passed.
Class IV., ...	6	6
Class V., ...	6	6
Class VI., ...	1	1

Appendix C.

Reports on State of Schools.

Mr. Carroll, Superintendent of Agricultural Department.

The ordinary Agricultural Schools.

Lisaniska, Co. Mayo.

Examined—*26th August,* 1893.

The Lisaniska school farm is at present in a very useful educational condition, because of the works of reclamation and improvements that are being prosecuted upon it. The teacher has recently had an addition of land to his farm. This land was in a bad state, owing to its having been badly farmed, and nothing had been done to bring into cultivation a portion that required drainage and other work of reclamation.

Suitable farm buildings have been erected and drainage has been begun. Fences are about to be straightened and improved, and in a short time the little farm will be in a very good condition.

The district in which it is situated is made up of small farms that have been reclaimed from the moorland. The land is full of boulders, and spade cultivation is the system generally followed. In good seasons very fair crops of oats and potatoes are grown, but the labour required to work the land must be very considerable.

There are in this district evidences of the industry of former times such as is not exceeded in any other European country. The district is one within which great improvement in the present incomes of the people might be effected by encouraging small industries. At the present time a large number of poultry is kept, but for want of knowledge in marketing and general management the income that might be derived from this source is not what it ought to be if it were managed on a more enlightened system. The profits of egg production alone might be increased by twenty per cent. through proper care in production and marketing.

The example of land reclamation set upon this farm by means quite within the reach of the small farmers, and the careful cultivation of the land afterwards, resulting in fair crops, must in time, if attended to by the neighbouring farmers, have considerable influence in improving the agricultural profits in this poor district.

	Examined.	Passed.
Class IV.,	4	4
Class V.,	1	1
Class VI.,	2	2

Carrowmore–Palmer, Co. Mayo.

Examined—18th *August,* 1893.

This school farm is situated in north-west Mayo. It is in a district where good cultivation is not the rule, primitive methods of cultivation being generally followed. The management of this school farm has been latterly much improved, and the example of the careful cultivation of the farm and garden is useful in the district.

The sister of the school teacher has been at the Glasnevin Dairy School during a session for dairy instruction. Since her return she has set up a dairy to be managed on improved principles. The girls attending the school have thus an opportunity of acquiring some knowledge of improved dairy work, and I understand that some of the wives of farmers in the neighbourhood of the school are anxious to understand the new system. This must lead to useful results in this backward district.

The pupils passed a satisfactory examination.

	Examined.	Passed.
Class IV.,	8	8
Class V.,	5	5
Class VI.,	9	7

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Reports on State of Schools.

Mr. Carroll, Superintendent of Agricultural Department.

The ordinary Agricultural Schools.

Callow National School Farm, Co. Mayo.

Examined—28th *September*, 1893.

The Callow school farm is situated in a very poor part of Mayo in the congested district between Foxford and Swinford. The soil is light and easily worked. It affords, through its situation and circumstances, a useful example for the surrounding small farmers. The management of this little farm has been extremely careful, and very good crops are grown each year. Additional land has been recently acquired, and when this is brought into cultivation I expect a very useful purpose will be effected, and that there will be in the district a good illustration of what may be produced from land through careful management. Some apple and plum trees, planted upon the farm in 1892, gave promise of good results. They are growing vigorously and appear to be well suited to the locality.

The examination of the pupils was satisfactory.

	Examined.	Passed.
Class IV.,	8	8
Class V.,	11	10
Class VI.,	2	2

Newtownbrowne National School Farm, Co. Mayo.

Examined—29*th September*, 1893.

The district around Kiltimagh, in the County Mayo, is well known because of its congested condition. Here may be seen some of the poorest land teeming with human beings. The system of farming hitherto practised in the district was well calculated to impoverish the soil, and bring it into a condition of utter worthlessness. Burning the surface of the soil preparatory to growing a crop of potatoes, which crop was followed by oats until the land could grow no more, was the system of cropping followed. The land was then "laid down to rest"; in other words, allowed to remain without a cultivated crop for some years, too poor even to grow a crop of weeds.

At the present time may be seen in the district the baneful results of the burning of such land. And, although the system of burning has generally been abandoned for some years, the soil will require many further years of good farming to repair the damage done to it by the reckless waste of its small fertility through burning.

The little farm of the Newtownbrowne National School is well managed, and although it is on a poor soil very good crops are raised upon it—especially good are the crops of mangolds and Italian rye grass. The teacher cultivates very well a cottage garden. He has planted fruit trees, which give good promise. Bees have been recently introduced, and it is hoped that the bringing of this industry before the peasantry may have the effect of causing a number to try what can be done in the production of honey. Hitherto bees have been quite neglected here.

The instruction of the pupils upon the farm was not quite as satisfactory as was desirable.

	Examined.	Passed.
Class IV.,	10	3
Class V.,	11	10
Class VI.,	3	2

Northyard National School Farm, Co. Roscommon.

Examined—4*th May*, 1893.

The management of this farm has been much improved. The soil in the district in which the farm is situated is strong and retentive of moisture. It grows but a poor herbage when laid down some years in

Appendix C.

Reports on State of Schools.

Mr. Carroll, Superintendent of Agricultural Department.

The ordinary Agricultural Schools.

pasture. The experience of cultivation upon the school farm convinces me that more profitable results from farming in the district would be realized if tillage of crops would be substituted for the present system of pasturage; and I am also convinced that after some years of careful cultivation pasture of a better quality on the rotation system of cropping would result.

The crops upon the farm were in good condition, and promised to be productive. A good cottage garden is in operation here.

	Examined.	Passed.
Class IV.,	9	7
Class V.,	8	7
Class VI.,	—	—

Ballymurry National School Farm, Co. Roscommon.

Examined—*9th May,* 1893.

The farm attached to this school was not as well cultivated as was desirable at the time of my visit. There were evidences that sufficient care had not been exercised in freeing the green crop ground from weeds, and generally there was a want of careful management that should not be noticeable upon a school farm. I am hopeful that there will be improvements at my next visit.

	Examined	Passed.
Class IV.,	3	—
Class V.,	7	4
Class VI.,	1	1

Doonflin National School Farm, Co. Sligo.

Examined—16*th August,* 1893.

This little farm is generally fairly managed, and the pupils are well taught. The district in which the farm is situated contains a good many small farms. A large portion, however, of the country around is taken up with grazing farms. The example set upon the school farm will be useful to the peasantry, whose small farms on the poorer land of the district are capable of improvement in cultivation.

The teacher of the school appears to take considerable interest in the teaching of agriculture, and his pupils seem to be interested in this subject.

	Examined.	Passed.
Class IV.,	4	4
Class V.,	5	5
Class VI.,	1	1

Calry National School Farm, Co. Sligo.

Examined—14*th August,* 1893.

This little school farm is generally in a good condition. The tillage is effective, and good crops are raised. The soil is by no means fertile, and the satisfactory returns from crops are entirely due to the careful management of the teacher of the school.

The pupils are generally carefully instructed, and they appear to take an interest in the subject of agriculture. Very good crops of vegetables are grown in the garden

	Examined.	Passed.
Class IV.,	7	7
Class V.,	3	3
Class VI.,	5	5

Ballacutranta School Farm, Co. Sligo.

Examined—17*th August,* 1893.

The teacher of this school has great taste for farming and gardening. His farm and garden are consequently in a most creditable condition.

The crops upon the farm are generally better than those of the neighbouring farmers, and the farm stock are carefully attended. The

wife of the teacher attended a course of dairy instruction at Glasnevin. She now makes butter according to improved principles, and I am hopeful that her knowledge of improved dairying may be useful in the neighbourhood. The farm is situated in a district of small farms. The example given in the careful selection of farm seeds and the good cultivation of the crops must have a beneficial influence upon the farming of the district.

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Reports on State of Schools.

Mr. Carroll, Superintendent of Agricultural Department.

	Examined.	Passed.
Class IV.,	8	6
Class V.,	8	7
Class VI.,	2	2

KILRUSHEITUR NATIONAL SCHOOL FARM, CO. SLIGO.

Examined—16*th August*, 1893.

The ordinary Agricultural Schools.

This school farm is situated in a very populous district on the north side of Sligo Bay. The farms of the district are generally small, and a good deal of tillage is done. This is one of the few districts in which the cultivation of wheat is still carried on. Very good crops of wheat may be seen in this neighbourhood during ordinary seasons, and, doubtless, economy in living is promoted through the growing of wheat upon the farms here.

The school farm and garden were in a good state of cultivation at the time of my visit. A very useful experience had been made here in the introduction of Alsyke clover. It was found that the sowing of red clover had been practised so frequently that the crop had refused to grow. A trial of the Alsyke variety was successful, and it is expected that an extension of the sowing of this useful forage crop will take place in the district through the example set at the school farm.

The pupils did not pass as satisfactory an examination on the farm as was desirable.

	Examined.	Passed.
Class IV.,	4	—
Class V.,	9	6
Class VI.,	3	2

I beg to remain, gentlemen, your obedient servant,

THOMAS CARROLL.

The Secretaries,
Education Office, Dublin.

APPENDIX A.

REPORT upon EXPERIMENTS on FARM of the ALBERT AGRICULTURAL INSTITUTION.

An experiment to test the influence of nitrogenous food upon milk production gave some very interesting results.

The cows having been for some time fed upon mangolds, wheat, bran, cocoa cake, with hay and straw, as set forth in tabulated return Appendix B, were put upon foods varying in composition. The principle being prominent that the mangold ration should be considerably reduced, and its place supplied by a drier food. The hay ration was also decreased, whilst the ration of oat straw was increased. The experiment continued in each case during a fortnight.

The ordinary food consisted of a daily supply of—

Mangolds,	70 lbs.
Wheat Bran,	2 „
Oat straw,	7 „
Hay,	7 „
Cocoa cake,	3 „

Upon this food, the total quantity of milk yielded during the fortnight by two cows was 519 lbs.

Appendix C.

Reports on State of Schools.

Mr. Carroll, Superintendent of Agricultural Department.

On a food consisting of a daily supply of—

Mangolds,	50 lbs.
Oat straw,	10 „
Hay,	5 „
Ground wheat,	5 „
Decorticated cotton cake,	5 „

The yield of milk of the same cows during a fortnight—

Was,	574 lbs.
Being an increase of	54½ „

Upon resuming the ordinary food, these two cows during a fortnight—

Gave,	536 lbs.
Being a reduction of	38 „

On the ordinary food—

The average of solids in milk was	12·63 per cent.
On the special food,	13·31 „
Being an increase of	·68 „

On resuming the ordinary food—

The solids were found to be,	12·38 per cent.
Showing a reduction of	·93 „

The effects on the butter fat is shown as follows—

On ordinary food—

The average butter fat was	3·34 per cent.
On the special food,	4·5 „
Being an increase of	1·16 „

On resuming the ordinary food—

The butter fat was found to be	3·25 per cent.
Showing a reduction of	1·25 „

The above corroborates experiments that have recently been carried out, showing that the nitrogenous elements of food have considerable influence (1) in increasing the flow of milk, and (2) in increasing the proportion of solids and butter fat in milk.

This experiment is also to some extent testimony to the value of wheat for the feeding of milch cows, and at its present low price, wheat should form an economical food for dairy cattle.

Comparing another combination of food, II., viz. :—

Mangolds,	50 lbs.
Oat straw,	10 „
Hay,	5 „
Rice meal,	6 „
Decorticated cotton cake,	4 „

With the ordinary food we find yield of milk of two cows—

On ordinary food,	504 lbs.
On special food, No. II.,	514 „
Being an increase of	10 „

On resuming the ordinary food—

The yield was	527 lbs
Being an increase of	23 „

The average solids in milk of these cows was—

On ordinary food,	12·90 per cent.
On special food, II.,	13·26 „
Being an increase of	·36 „

On resuming the ordinary food—

The amount of solids was	12·64 per cent.
Showing a reduction of	·62 „

On the ordinary food—

The amount of butter fat found in the milk was	3·2 per cent.
On special food, II.,	3·85 „
Being an increase of	·65 „

On resuming the ordinary food—

The amount of fat was	3·15 per cent.
Being a reduction of	·70 „

This experiment gives evidence of the comparative value of wheat above rice meal as food for milch cows.

Another combination of food, No. III., was—

Mangolds,	50 lbs.
Oat straw,	10 „
Hay,	5 „
Maize meal,	3 „
Lentil,	3 „
Decorticated cotton cake,	4 „

In this experiment the average yield of milk (during fortnight) of two cows fed upon—

Ordinary food was	318 lbs.
On special food, No. III.,	342 „
Being an increase of	24 „

On resuming the ordinary food—

The yield was	330 lbs.
Being a reduction of	12 „

On the ordinary food—

The average solids were	13·14 per cent.
Special food, No. III., the average solids were	13·57 „
Being an increase of	·43 „

On resuming the ordinary food—

The average solids were	12·84 per cent.
Being a reduction of	·73 „

On the ordinary food—

The average amount of butter fat was	3·5 per cent.
Special food,	4·0 „
Being an increase of	·15 „

On resuming the ordinary food—

The average amount of butter fat was	3·5 per cent.
Being a reduction of	·15 „

A further combination appeared in food, No. IV. Here, the "ordinary food" was compared with a mixture—

Mangolds,	50 lbs.
Oat straw,	10 „
Hay,	5 „
Wheat,	3 „
Lentils,	3 „
Decorticated cotton cake,	3 „

The ordinary food gave—

Average yield of milk of two cows during a fortnight of	310½ lbs.
On special food during same period,	332½ „
Being an increase of	22 „

On resuming ordinary food—

During same period,	330 lbs.
Being a reduction of	2½ „

The average amount of solids in milk—

Upon ordinary food during fortnight was	13·14 per cent.
Upon special food, IV., during fortnight was	13·37 „
Being an increase of	·23 „

On resuming the ordinary food—

During fortnight was	12·41 per cent.
Being a reduction of	·73 „

The amount of fat in milk—

On the ordinary food was	3·2 per cent.
On special food, IV.,	3·8 „
Being an increase of	·6 „

On resuming the ordinary food—

The amount of fat in milk,	3·1 per cen
Being a reduction of	·7 „

Details of the above will be found in the following tables.

APPENDIX

Albert Model

Experiments on Feeding Milch Cows

No. of Cow.	Ordinary Food.	Yield on Ordinary Food. 1st to 7th Jan. 1st Week. Lbs.	8th to 15th Jan. 2nd Week. Lbs.	Total. Lbs.	Analysis. 1st Week. Morning. Total Solids.	Morning. Fat.	Evening. Total Solids.	Evening. Fat.	Special Food.	Yield on Special Food. 15th to 21st Jan. 1st Week Lbs.	22nd to 28th Jan. 2nd Week. Lbs.	Total Lbs.
I.	5 st. Mangolds.								50 lbs. Mangolds.			
	2 lbs. Bran.								10 „ Oat Straw.			
47	7 „ cut Straw.	124	130½	254½	10·3	1·85	13·3	4·3	5 „ Hay.	130	129	259
56	3 „ Cocoa Cake.	127½	137½	265	12·7	3·2	14·24	4·0	5 „ Wheat.	155½	159½	315
	7 „ Hay.								5 „ Decorticated Cotton Cake.			
II.	5 st. Mangolds.								50 lbs. Mangolds.			
	2 lbs. Bran.								10 „ Oat Straw.			
30	7 „ cut Straw.	107	112	219	12·04	3·0	12·62	3·2	5 „ Hay.	103½	110	213½
46	3 „ Cocoa Cake.	140	145	285	13·56	3·2	13·38	3·4	6 „ Rice Meal.	149	151½	300½
	7 „ Hay.								1 „ Decorticated Cotton Cake.			
III.	5 st. Mangolds.								50 lbs. Mangolds.			
	2 lbs. Bran.								10 „ Oat Straw.			
2	7 „ cut Straw.	60½	62½	123	12·46	3·6	13·88	4·0	5 „ Hay.	63½	67	135½
4	3 „ Cocoa Cake.	99	96½	195½	12·68	3·3	13·54	3·2	3 „ Maize Meal.	101	105½	206½
	7 „ Hay.								3 „ Lentils.			
									4 „ Decorticated Cotton Cake.			
IV.	5 st. Mangolds.								50 lbs. Mangolds.			
	2 lbs. Bran.								10 „ Oat Straw.			
24	7 „ cut Straw.	43½	48½	92	13·7	3·8	13·5	3·3	5 „ Hay.	47½	51½	99
32	3 „ Cocoa Cake.	101	117½	218½	12·34	3·0	13·04	3·6	3 „ Wheat.	122½	111	233½
	7 „ Hay.								3 „ Lentils.			
									3 „ Decorticated Cotton Cake.			

APPENDIX

Experiments in Feeding

Number of Plot.	Feeding.	Weight of Food.	1886. No. of Sheep.	Time in.	Weight going in.	Weight coming out.	Increase.	1887. No. of Sheep.	Time in.	Weight going in.	Weight coming out.	Increase.
		L.		Days.	S. L.	S. L.	S. L.		Days.	S. L.	S. L.	S. L.
1	Linseed Cake—1 lb. per head, per day, with Turnips.	4	8	37	88 1	92 3	4 2	6	28	72 8	74 9	2 1
2	Cotton Cake—same money's worth as Linseed and Turnips.	5½	8	37	86 6	89 1	2 9	6	28	69 11	72 6	2 9
3	Indian Corn—same money's worth as Linseed and Turnips.	5½	8	37	83 11	88 2	4 5	6	28	69 4	72 10	3 6
4	Turnips alone, . . .	Ad libitum.	8	37	84 4	84 0	—	6	28	76 0	76 12	0 12

B.

FARM, GLASNEVIN.

from 1st January to 11th February, 1894.

Analysis.								Yield on Ordinary Food resumed.			Analysis.							
1st Week.				2nd Week.				From 29th Jan. to 4th Feb.	5th to 11th Feb.	Total.	1st Week.				2nd Week.			
Morning.		Evening.		Morning.		Evening.		1st Week.	2nd Week.		Morning.		Evening.		Morning.		Evening.	
Total Solids.	Fat.	Total Solids.	Fat.	Total Solids.	Fat.	Total Solids.	Fat.	Lbs.	Lbs.	Lbs.	Total Solids.	Fat.	Total Solids	Fat.	Total Solids.	Fat.	Total Solids.	Fat.
12·16	3·1	12·98	3·3	12·22	3·3	13·48	4·6	124	141	265	11·88	3·3	12·22	3·6	12·04	3·6	12·02	3·0
12·34	2·65	14·9	4·8	12·86	3·3	14·7	5·5	134½	136½	271	12·74	3·5	14·0	4·2	12·44	3·0	12·96	3·4
11·7	2·8	13·64	4·0	12·28	3·7	13·46	4·2	117	118	235	11·08	2·65	12·36	3·15	11·44	2·7	12·8	3·0
12·9	3·0	14·38	4·4	12·94	3·0	14·38	4·5	145½	146½	292	12·1	3·0	13·16	3·7	13·2	3·5	13·14	3·4
12·88	3·4	13·48	3·9	12·98	3·6	13·6	4·1	62	67½	129½	12·4	3·6	13·66	4·7	12·1	3·1	13·54	4·0
13·10	3·6	13·76	3·7	13·44	3·7	14·26	4·7	104½	96	200½	12·32	3·4	13·46	4·2	12·66	3·1	13·08	3·8
13·7	4·0	14·16	4·3	12·8	3·5	13·32	4·0	52½	51½	104	12·12	3·2	13·32	4·4	11·78	2·8	12·74	3·2
12·34	3·2	13·28	3·6	12·74	3·4	13·66	4·2	116	117½	233½	11·36	3·0	12·44	3·5	12·36	2·7	12·76	3·8

C.

Sheep on Artificial Foods.

1888.					Total Increase in Weight.	Total Decrease in Weight.	1886.		1887.		1888.	
No. of Sheep.	Time in.	Weight going in.	Weight coming out.	Increase.			Yield of Grain.	Yield of Straw.	Yield of Grain.	Yield of Straw.	Yield of Grain.	Yield of Straw.
	Days.	S. L.	S. L.	S. L.	S. L.	S. L.	C. Q. L.	C. Q. L.	C. Q. L.	C. Q. L.	C. Q. L.	C. Q. L.
8	27	84 0	98 9	14 9	20 12	—	3 2 10	5 1 0	5 0 22½	6 3 0	3 2 9	8 2 3
8	27	77 11	89 0	11 3	16 7	—	5 1 4	7 2 0	5 0 26	7 0 0	3 2 7	8 3 21
8	27	82 0	89 4	7 4	15 1	—	4 0 11	5 1 0	4 0 2	4 1 0	4 1 6	8 0 0
8	27	83 3	95 9	12 6	13 4	0 4	3 2 0	5 0 0	3 3 10	3 2 0	4 0 21	7 2 4

APPENDIX D.

Experiments for Prevention of Potato Disease, 1890.

Mixture.	Dressed. Yield per Acre. Sound.	Dressed. Yield per Acre. Diseased.	Undressed. Yield per Acre. Sound.	Undressed. Yield per Acre. Diseased.	—
	T. C. Q. L.	T. C. Q. L.	T. C. Q. L.	T. C. Q. L.	
1. Potato Leaves syringed with mixture of Sulphate of Copper and Lime.	7 17 0 16	1 4 2 16	7 8 2 8	1 0 0 0	Dressed on 27th August.
2. Leaves syringed with Sulphate of Copper and Water, 3 lbs. Sulphate of Copper to 10 gallons of Water.	8 3 3 20	0 17 3 12	7 2 3 12	1 5 1 12	
3. Leaves syringed with 3 lbs. Soap, Carbolic Acid (1·30), 2 quarts.	7 5 1 12	1 8 0 24	7 14 1 4	0 17 3 12	
4. Melted Sulphur applied by having strips of paper dipped in it and placed on top of a piece of stick and then set on fire.	7 17 0 16	1 1 0 8	7 7 3 12	1 1 1 20	
5. Stalks pulled and drills covered with newly slaked Lime,	5 17 3 12	3 1 0 8	6 4 1 4	4 0 1 12	Lifted on 18th October.
6. Stalks pulled and syringed with Soap and Carbolic Acid,	4 7 3 12	3 0 0 0	5 17 3 12	2 12 2 0	
7. Stalks pulled, with mixture same as No. 1,	5 10 1 12	3 6 1 20	4 10 0 0	3 0 0 0	
8. Jensen System—Stalks covered with earth,	6 19 1 4	0 11 3 4	7 2 3 12	0 11 1 20	
9. Same as No. 4, with about half Sulphur on papers,	7 9 2 16	0 19 2 16	7 2 3 12	0 11 1 20	
10. Same as No. 3, half strength,	5 16 1 20	0 10 0 0	4 11 3 4	0 14 2 16	

Results of Experiments on Potatoes—Large Farm, 1891.

Variety	Sulphate of Copper. 1.				Sulphate of Iron. 2.				Bichon's Powder. 3.				No Dressing. 4.		
	Yield per Acre.		Date of Dressing.	Date of Raising.	Yield per Acre.		Date of Dressing.	Date of Raising.	Yield per Acre.		Date of Dressing.	Date of Raising.	Yield per Acre.		Date of Raising.
	Sound.	Diseased.			Sound.	Diseased.			Sound.	Diseased.			Sound.	Diseased.	
	T. C.	T. C.			T. C.	T. C.			T. C.	T. C.			T. C.	T. C.	
Farmer,	17 2	1 16	6th and 7th July and 24th August.	8th and 9th October.	15 2	0 14	8th July and 28th August.	8th and 9th October.	15 14	2 0	28th August	8th and 9th October.	13 12	1 2	8th and 9th October.
Bruce,	17 4	0 4			13 16	0 6			13 16	0 6			13 4	0 6	
Imported Champion,	13 4	0 14			14 4	0 10			15 4	0 4			14 4	0 12	
Kemp,	6 13	1 0			9 6	2 2			8 10	2 18			10 3	2 2	
Home Grown Champion,	15 4	2 2			12 2	2 8			12 14	3 18			15 14	2 14	
Magnum Bonum,	14 4	0 8			12 6	0 1			13 4	0 1			11 14	0 2	
Irish White,	13 14	0 2			13 18	0 4			14 12	0 4			14 2	0 2	
Total Result,	96 15	6 6			90 14	6 5			93 14	9 11			92 13	7 0	
Average per Acre,	13 16¼	0 18			12 19¼	0 17¾			13 7¾	1 7¾			13 4¾	1 0	

No. 1.—8 lbs. Sulphate of Copper, 5 lbs. Lime, 20 gallons Water. No. 2.—8 lbs. Sulphate of Iron, 5 lbs. Lime, 20 gallons Water. No. 3.—Bichon's Powder.

Result of Dressings on Potatoes on Large Farm, 1892.

Variety.	Time of Dressing.	Time of Raising.	Dressing No. 1.		Dressing No. 2.		Dressing No. 3.		Dressing No. 4.		No Dressing.	
			Yield per Acre.		Yield per Acre.		Yield per Acre.		Yield per Acre.		Yield per Acre.	
			Sound.	Diseased.	Sound.	Diseased.	Sound.	Diseased.	Sound.	Diseased.	Sound.	Diseased.
			T. C. Q. L.	T. C. Q. L.	T. C. Q. L.	T. C. Q. L.	T. C. Q. L.	T. C. Q. L.	T. C. Q. L.	T. C. Q. L.	T. C. Q. L.	T. C. Q. L.
Wild Champions,	14th July.	6th October.	6 15 1 3	1 1 0 1	6 15 1 3	0 11 0 14	4 1 0 18	—	4 1 0 18	0 6 3 1	5 18 1 13	0 6 3 1½
Champions,			11 3 0 23	1 0 1 3	10 16 1 27	—	10 16 1 7	0 6 3 1	8 15 3 10	—	10 16 2 9	—
Irish Whites,			3 0 3 14	—	5 8 0 25	—	3 14 1 17	—	3 0 3 14		5 18 1 13	—
Bruce,			11 9 3 25	—	10 16 1 27	—	10 19 3 13	—	4 1 0 18	—	9 19 2 4	—
Total . .			32 9 1 9	1 1 1 4	33 16 1 26	0 11 0 14	29 11 3 19	0 6 3 1	19 19 0 4	0 6 3 1	32 12 3 11	0 6 3 1½
Average per Acre,			8 2 1 9½	0 5 1 8	8 9 0 13½	0 2 3 3½	7 7 3 25½	0 1 2 21½	4 9 3 1	0 1 2 21½	8 3 0 23½	0 1 2 21½

No. 1 Dressing—5 lbs. Sulphate of Copper, 5 lbs. Quicklime, 5 lbs. Treacle, 25 gallons Water. No. 2—5 lbs. Sulphate of Copper, 5 lbs. Quicklime, 25 gallons Water.
No. 3—5½ lbs. Quicklime, 11 lbs. Sulphate of Copper, 55 gallons Water. No. 4—2¾ lbs. Quicklime, 5½ Sulphate of Copper, and 27½ gallons of Water.

RESULTS of Experiments on Potatoes—Dressing with Sulphate of Copper, 1893.

Dressing.	Variety.	Date of Dressing.	Date of Raising.	Sound, per Acre.				Diseased, per Acre.			
				T.	C.	Q.	L.	T.	C.	Q.	L.
1. Sulphate of Copper, 5 lbs.; Quicklime, 5 lbs.; Treacle, 5 lbs.; Water, 25 gallons.	Bruce,	10th June.	13th September.	16	13	1	13	0	8	1	9
2. Sulphate of Copper, 5 lbs.; Quicklime, 5 lbs.; Water, 25 gallons.	Do.,			22	12	3	20	0	15	1	3
3. Sulphate of Copper, 11 lbs.; Quicklime, 5½ lbs.; Water, 55 gallons.	Do.,			14	8	3	19	0	5	2	6
4. Sulphate of Copper, 5½ lbs.; Quicklime, 2¾ lbs.; Water 27½ gallons.	Do.,			16	13	1	13	0	5	2	6
5. No Dressing,	Do.,			14	16	0	0	0	5	2	6
1. Same as No. 1 above,	Champion,			11	16	0	15	0	19	1	22
2. Same as No. 2 above,	Do.,			12	15	2	9	1	7	3	3
3. Same as No. 3 above,	Do.,			9	1	3	24	0	13	3	15
4. Same as No. 4 above,	Do.,			13	12	1	0	1	10	2	6
5. No Dressing,	Do.,			12	15	2	9	1	2	0	24

Appendix C.

Reports on State of Schools.

Mr. Carroll, Superintendent of Agricultural Department.

APPENDIX E.

ALBERT LARGE FARM.

BALANCE SHEET for Twelve Months ending 31st March, 1894.

EXPENSES.	£	s.	d.	RECEIPTS.	£	s.	d.
To Amount of Valuation at commencement of year,	2,743	16	4	By Amount Dairy Produce,	1,944	19	9
„ Outstanding Debts,	183	0	3	„ Horses,	25	12	6
„ Milk, Intermediate Farm; Milk, Small Farm,	488	0	2	„ Cattle,	704	19	5
„ Cattle purchased,	120	16	5	„ Sheep,	196	3	6
„ Sheep purchased,	106	4	3	„ Pigs,	388	16	5
„ Pigs,	64	19	11	„ Wheat,	62	0	3
„ Labour,	350	18	4	„ Oats,	8	0	0
„ Seeds,	24	10	7	„ Barley,	113	0	0
„ Manures,	55	4	2	„ Potatoes,	96	3	9
„ Implements,	257	4	7	„ Turnips,	0	5	3
„ Horse Shoeing,	22	10	11	„ Service of Sires,	4	10	0
„ Harness,	11	8	1	„ Miscellaneous,	39	13	1
„ Feeding Stuffs,	332	3	9	„ Outstanding Debts,	193	11	5
„ Oil and Medicine,	14	1	4	„ Estimated proportion of Expense in connexion with delivery of Milk—Small Farm,	4	7	7
„ Expenses to Fairs,	28	16	4	„ Do., Intermediate Farm,	12	16	5
„ Miscellaneous,	38	5	8	„ Intermediate Farm, Miscellaneous,	79	19	1
„ Coal for Engine,	20	0	0	„ Small Farm, Miscellaneous,	51	7	0
„ Small Farm, Miscellaneous,	49	18	0	„ Garden,	15	19	6
„ Intermediate Farm, Miscellaneous,	579	0	6	„ Poultry Department,	8	18	0
„ Poultry Department,	—			„ Rent Experimental Ground,	10	7	6
„ Dairy School,	177	18	11	„ Keep Superintendent's Horse,	25	0	0
„ Rent,	581	7	4	„ Rent Albert Lodge,	35	0	0
„ Balance,	465	2	8	„ Valuation at close of year,	2,693	18	1
Total,	£6,715	8	6	Total,	£6,715	8	6

Albert Intermediate Farm.

Balance Sheet for the Twelve Months ending 31st March, 1894.

Expenses.	£	s.	d.	Receipts.	£	s.	d.
To Amount of Valuation at commencement of year,	327	4	0	By Cash received for Twelve Months, viz.:—			
„ Labour,	43	13	3	Milk,	356	5	9
„ Seeds,	3	0	0	Cattle,	444	12	0
„ Manures,	6	6	9	Pigs,	12	10	0
„ Cattle,	499	8	6	Oats,	31	0	0
„ Implements,	1	1	0	Potatoes,	—		
„ Rent,	71	6	6	Manure,	5	8	0
„ Feeding Stuffs,	22	2	6	Miscellaneous,	59	19	6
„ Large Farm (Transfers),	79	19	1	Mangolds,	45	0	0
„ Expenses in connexion with Delivery of Milk,	12	16	5	Straw,	12	0	0
„ Fuel for Cooking,	3	0	0	„ Amount of Valuation at close of year,	287	10	11
„ Balance in favour of Management,	184	8	2				
Total,	£1,254	6	2	Total,	£1,254	6	2

Albert Small Farm.

Balance Sheet for the Twelve Months ending 31st March, 1894.

Expenses.	£	s.	d.	Receipts.	£	s.	d.
To Amount of Valuation at the commencement of year,	98	7	10	By Cash received during the Twelve Months, viz.:—			
„ Labour,	13	11	6	New Milk,	121	14	3
„ Seeds,	1	12	4	Cattle,	14	16	6
„ Manures,	1	18	5	Pigs,	15	0	0
„ Feeding Stuffs,	7	14	9	Potatoes,	7	6	0
„ Large Farm (Transfers),	51	7	0	Miscellaneous,	10	8	0
„ Intermediate Farm (Transfers),	8	0	0	Oats,	11	0	0
„ Implements,	3	12	0	„ Amount of Valuation at the close of the year,	123	16	8
„ Rent,	19	16	3				
„ Expenses in connexion with Delivery of Milk,	4	7	7				
„ Fuel for Cooking,	2	0	0				
„ Balance in favour of Management,	91	13	9				
Total,	£304	1	5	Total	£304	1	5

Appendix C.

Reports on State of Schools.

Mr. Carroll, Superintendent of Agricultural Department.

APPENDIX F.

Report upon Experiments at the Munster Agricultural and Dairy National School, Cork.

17th May, 1894.

I beg to report that I repeated on last year's potato crop an experiment you suggested in order to trace the course of the spores of Phytophthora Infestans which produce the blight. The surface of a potato drill, thirty yards in length, was covered with cotton wadding, laid in single sheets, as closely as possible to the haulms, and pegged down to keep in position. It was found on digging that the tubers protected by the cotton almost completely escaped the disease, thus indicating that the disease reaches the tubers through the soil, rather than through the stems.

The result was:—

	Number of Sound Tubers.	Diseased.	Percentage Diseased.
On covered drill, . . .	638	4	0·62
On uncovered drill, . . .	595	88	12·88

In the dairy, observations were made during the summer as to the percentage of water in butter when made up unsalted and when salted, on various occasions. It was always found the butter, when salted, had less water, and in the most unfavourable conditions the water did not amount to 17 per cent.

	Temperature of Cream.		Dairy Temperature.	Temperature of Water.	Water in Butter.	
	Before Churning.	After Churning.			Fresh.	Salt.
	°	°	°	°		
17th June, . .	63	65	68	62	16·5	11·2
19th „ . .	30	63	66	56	15·0	14·5
4th July, . .	62	64	64	54	13·0	12·5
8th „ . .	63	65	65	54	11·5	10·5
11th „ . .	62	64	65	56	12·5	10·0
15th „ . .	60	62	62	54	10·0	8·0
31st „ . .	60	62	62	54	9·0	8·0
10th August, . .	66	70	70	65	16·75	15·0

Andw. Smyth.

APPENDIX G.

Balance Sheet of Munster Model Farm for Twelve Months, ending 31st March, 1894.

Expenses.	£	s.	d.	Receipts.	£	s.	d.
To Amount of Valuation at the commencement of the year,	1,286	2	0	By Amount of Cash received during the year, viz.:—			
„ Labour,	359	0	7	New Milk,	32	13	10
„ Cattle,	266	14	5	Butter,	819	9	2
„ Horses,	25	0	0	Cattle,	244	0	7
„ Pigs,	8	8	1	Horses,	2	5	0
„ Manures,	27	8	3	Pigs,	104	15	8
„ Seeds,	38	4	3	Potatoes,	16	17	2
„ Feeding Stuffs,	148	1	4	Barley,	55	5	3
„ Implements,	127	7	10	Garden Produce,	18	4	6
„ Smithwork,	5	3	10	Poultry,	9	4	3
„ Cream for Educational purposes,	511	18	7	Eggs,	8	13	9
„ Miscellaneous,	16	0	1	Miscellaneous,	2	10	0
„ Rent,	220	0	0	Supplies to Training Department, £807 17 8 Returns from Training Department, £555 19 11	251	17	9
„ Profit and Loss, being gain on the year's transactions,	115	11	0	Labour for Establishment,	191	18	4
				By Amount of Valuation at end of year,	1,397	5	0
	£3,155	0	3		3,155	0	3

(7).—Report on Music by Mr. Goodman, Examiner in Music.

Mr. Goodman, Examiner in Music.

Gentlemen,—In obedience to your directions I beg to submit my report on the instruction in Music in the Training Colleges, Practising and other National Schools for the year 1892–3.

My appointment dates from September 1, 1892, and was the first of the kind made in this country. A position similar to that which I have the honour to hold has existed in England since the year 1872, the first to occupy it being the late Mr. Hullah, so well known for his services and labours in connection with the subject of vocal music in elementary schools. The experience gained by me in teaching the same subject for a considerable number of years in two of the largest Training Colleges in the United Kingdom will have proved, I trust, no unfit preparation for the work of my new position.

Appendix C.

Reports on State of Schools.

Mr. Goodman, Examiner in Music.

Tonic Solfa in the Irish Training Colleges.

There are now in Ireland five Training Colleges. In every one of these vocal music is taught on what is known as the Tonic Solfa System. Experience both here and elsewhere has proved this system to be the best for elementary—and indeed for all—schools. The history of the development of the Tonic Solfa Method affords a further illustration of the wisdom of the saying that "Truth is mighty and will prevail." For years Tonic Solfa was treated as a thing almost beneath notice. Professional musicians frowned upon it and left it contemptuously to Sunday school teachers, but these latter soon found that they could obtain by its use results of the most satisfactory kind, and with infinitely less labour than by the use of any of the existing staff methods. Ordinary school teachers felt that they could teach, and teach well, by this method, and that they could produce results such as even experts and professional musicians could not equal by any other method. Accordingly despite the opposition of Mr. Hullah and others, the Tonic Solfa system steadily gained ground in the schools. At the present moment fully three millions of school children are being taught to sing by this method in the United Kingdom.

On the establishment of the denominational Training Colleges Tonic Solfa may be said to have gained a permanent footing in the Irish National schools. I myself had the privilege of introducing the system into St. Patrick's Training College in the autumn of 1883, and later into both Marlborough-street and Baggot-street Training Colleges, as well as into several of the principal Dublin schools. The system is now in use not only in all the Training Colleges and in the Dublin schools generally, but is beginning to extend to the country also.

Musical condition of Queen's scholars at beginning of course of training.

It is well to have a good system in the Training Colleges, but it is also most desirable to have good material upon which to work. This is, unfortunately, the weak point in the Irish Training Colleges at present. From a musical point of view, the condition of the students when entering could hardly be worse. To judge from what we see in the colleges, year after year, at the opening of the training course, music would seem to be almost a lost art in most of the country parts of Ireland. Not perhaps five per cent. of those who then begin their course show traces of having received even the most elementary instruction in singing. Now singing, or the art of giving utterance to musical sounds by the voice, is best learnt when one is young—the younger the better. And if this power of uttering or imitating musical sounds is not secured somehow, whether by regular instruction or by chance, before adult age is reached, it is almost impossible for it to be acquired later. This is the difficulty with which the music teachers of the Training Colleges have at present to contend. The students, except in very rare instances, have not received any previous musical training. In no other subject are they so unprepared on their entrance. Nearly half of them are wholly incapable of being made to sing even a little, and with the others, those who are blessed with "ear" or "voice," the teacher has to start from the very beginning. This is particularly the case as regards the male Queen's Scholars. The female students are, however, very little better, with the exception perhaps of those in the Church of Ireland Training College, where I understand singing counts as one of the subjects in the entrance examination for female candidates.

Until there is a very great improvement in the matter of voice and ear of the teachers and candidates coming up to the Training Colleges, there can be no very brilliant musical results, even with the most efficient teaching. That the teaching is sufficient and the standard of examina-

tion reasonable is quite evident from the fact that those students who are at all "musical" on their entrance, get through the examination quite easily in their first year, while it is with considerable difficulty that the less musically gifted are able to pass the examination even at the end of their second year's course.

How then to improve, in the matter of music, the condition of the students entering the Training Colleges is an all important question, if we are to have really efficient music teachers in the schools.

The first remedy I would propose for the existing state of things is simple, and I trust not impracticable. It is that all students in Training Colleges who shall have passed the Board's examination in vocal music, *be obliged to teach the subject* in their schools, and to do so during the two years in which they are qualifying for their diploma in teaching.

This surely is not unreasonable, for it is only right and fair that, when the State has paid for a student's training in a particular subject, the State ought to receive a return (in the teaching of that subject) for the money so spent. At present students are eager enough to obtain certificates in vocal music. But the one great use of the certificate seems to be to aid them in obtaining a school. When once the school is secured some pretext or other is too often found for putting off the teaching of the subject, or if "singing" is undertaken it is dropped after a little time as being "too troublesome."

Another remedy I would venture to suggest is, that in the larger schools—that is, in schools with at least two assistants—vocal music be made an obligatory subject of instruction. The Training Colleges are now turning out every year so many students with more or less musical ability, that it ought not to be difficult in the case of a school with so many as three teachers, to secure that *one* of them be a person qualified to teach the Board's Programme of vocal music.

Training College Musical Examination.

I have already written at some length on the examination of the Queen's Scholars in music, both practical and theoretical, in the report which I had the honour to submit to you last August.

Besides examining the singing classes of the Training Colleges, it is also my duty to examine the pupils of the Practising Schools attached to them. There are in all fourteen such schools—nine of them (five boys' and four girls' schools) belonging to the Training College, Marlborough-street, two to the Church of Ireland Training College, and one each to Our Lady of Mercy, St. Patrick's, and De La Salle Training Colleges. In two of the smaller schools in Marlborough-street, and also in the Boys' school, Kildare-place, there is no singing taught, notwithstanding that a rule of the Commissioners prescribes singing to be an obligatory subject in every Practising School. In all the other Practising Schools singing is taught with varying degrees of efficiency and success.

Practising schools.

First Public Dublin School Singing Competition.

My duties are limited to the Training Colleges with their Practising Schools, and to the examination of acting teachers and candidates. Very soon after I had entered upon the duties of my new position, an opportunity offered for making myself useful in some of the ordinary National Schools. Early in October, 1892, the Right Hon. Sir Patrick Keenan gave me to understand that he wished that a Public School Competition in Singing should be held in Dublin. And in order that primary schools of all denominations might take part in it, he proposed that it should be conducted under the auspices of the Royal Irish Academy of Music, of which he is a Vice-President. To this, when applied to, the Governors of the Royal Irish Academy of Music consented, and one of their number—Mr. Thomas Mayne—a gentleman

Appendix C.

Reports on State of Schools.

Mr. Goodman, Examiner in Music.

well known for his zeal in the cause of music, and who was then also a member of the Dublin Municipal Council, took up the idea warmly, and succeeded in obtaining from the Corporation a very liberal grant of money by way of prizes for the schools which should win in the competition.

This much having been settled, I set about working the matter up in the National schools. Just about this time the Annual Singing Competition of the London Board Schools was announced to take place, and in order to see for myself how things of the kind were managed, I went over to attend it. On my return I drew up a programme suited to the conditions of our schools. This having been submitted to the Governors of the Royal Irish Academy of Music was adopted with some modifications. Instructed by Mr. W. R. Molloy as to what schools in and about Dublin were distinguished for their successful teaching of music as shown by the Results' examination, I went to them and explained to the teachers the nature of the proposed competition, and urged them to prepare for it. Amongst the schools so visited were the Practising Schools of all the Dublin Training Colleges; the Convent schools in Gardiner-street, King's Inns-street, Manor-street, Basin-lane, Weaver-square, Warrenmount; the National schools at Rathmines, Irishtown, Northumberland-road, Ringsend, Hardwicke-street, North Strand-road, Bride-street, Phibsborough, &c., &c.

From these schools ten ultimately determined to prepare for the competition. The others held back for various reasons, the principal one, perhaps, being that before committing themselves to entering upon the preparation necessary for an undertaking of the kind, they were desirous of seeing what it would be like.

The ten schools which had undertaken to prepare for the competition I visited from time to time, showing the teachers—where necessary—what was to be done. My visits were, I am happy to say, received in a most friendly spirit, the teachers appearing glad to find somebody to support and encourage them in their work.

Through the courtesy of Mr. W. R. Molloy, suggestions in the interests of the schools, as to the time, place, and management of the competition, were brought by him before the Governors of the Royal Irish Academy of Music and adopted with what proved to be a very satisfactory result.

At length, after several months preparation, the First Public School Competition in Singing in Dublin came off in the Antient Concert Rooms on Thursday afternoon, June 29, 1893.

Girls' School Competition.

This was a competition for Girls' and mixed schools. Seven schools entered for it. In the order in which they appeared they were as follows:—Warrenmount Convent, King's Inns-street Convent, Phibsborough, Central Model, Marlborough-street, Gardiner-street Convent, North Strand-road, and Sandymount—all National schools.

With the exception of the first and last named schools, all the above had entered themselves as using the Tonic Solfa system, Warrenmount Convent and Sandymount schools still adhering to the Hullah or "Fixed Do" method. This promised to give rise to a most interesting display in itself, viz.:—a competition of methods—Tonic Solfa *versus* Hullah. Unfortunately the Hullah schools did not get a fair chance. It had been announced in the prospectus of the competition that the principal (two-part) Sight test would be printed for the Solfaists in the Tonic Solfa (or letter) notation, and for the Hullahists in the Staff notation, but in the key of C. This arrangement would, I considered, make both parties equal. By some oversight or mischance, however, the gentleman

who undertook to prepare the Sight tests omitted or forgot to have the test printed as required for the Hullahists. The consequence was that the conditions were scarcely equal. The children of the Solfa choirs had each a copy of the Sight test nicely printed in the Tonic Solfa notation, while the children of the Hullah choirs had to make out, as best they could, the same test written on a blackboard which many of them could see but indifferently. The Hullah schools were consequently placed at some disadvantage. This is all the more to be regretted as we are hardly likely to see Hullah and Tonic Solfa in public competition, in Dublin at least, again.

The Judges of the competition were Mrs. Spencer Curwen of London, Sir Robert Stewart, Mr. Joseph Robinson, and Mr. Thomas Mayne, members of the Board of Governors of the Royal Irish Academy of Music.

Great interest was evidently taken in the proceedings. The Hall was crowded in every part, amongst the audience being the musical students of the different Training Colleges for whom I have no doubt the day's proceedings formed the very best lesson of their course.

The requirements of the competition were of a thorough and comprehensive kind. Each school choir (numbering from 30 to 50 children) had (1) to sing the prescribed piece—Horsley's Glee, "*See the Chariot at hand,*" arranged for treble voices; (2) to sing a two-part Sight test; (3) to sing a piece of its own selection; (4) to sing a Sight test written in the Staff notation and in any key; (5) to write down and to sing the notes of a short musical phrase played upon the harmonium.

It will not be necessary to go through in detail the performances of that memorable afternoon. The part singing of all the schools was of the most creditable kind. The sight singing of the Tonic Solfa choirs was such as to call forth high praise from all the Judges. Mr. J. S. Curwen, President of the Tonic Solfa College, London, who had prepared the Sight tests, said he had made them of average difficulty, but seeing the ease with which they were rendered, he would have made them more difficult had he known that such should be the case, In point of fact the two-part Sight test proved to be rather too easy, and gave one or two of the choirs which had worked up this particular requirement little or no chance of showing what they could really do.

The Staff notation test, which was printed in the key of G flat, was sung quite correctly by all the Tonic Solfa choirs. Warrenmount Convent school read it by the movable *Doh* principle (thus giving up Hullah), but Sandymount school ventured to attack it on the "Fixed Do" or Hullah method, and under the circumstances completely failed. The ease with which this Staff test was sung by the Tonic Solfa choirs seemed to make a great impression on certain members of the audience, who before this, had been more or less incredulous as to the merits of the Tonic Solfa system. But when they saw the Solfa choirs one after another reading not only from their own simple letter notation, but also singing with ease and accuracy a piece of music written in a difficult key (G flat) in the Staff notation, and which they had never seen before, they felt bound to admit the efficiency of the Tonic Solfa method of teaching to sing.

To Gardiner-street Convent, King's Inns-street Convent, and Phibsborough National Schools the Judges awarded first, second, and third places. Prizes of the value of £20, £10, and £5 respectively were given to the teachers of the singing classes of these schools.

Appendix C.

Reports on State of Schools.

Mr. Goodman, Examiner in Music.

The large audience present appeared to thoroughly enjoy the day's proceedings, and followed the performances of the different choirs with keen interest. Many persons who had come expecting matters would be a little dull and monotonous, admitted that they had been scarcely ever better entertained. As is usual on such occasions there was more or less difference of opinion as to the awards of the Judges, but great satisfaction was universally expressed at the exceedingly creditable performances of the children.

Boys' School Competition.

On the following day the competition for Boys' schools took place in the Concert Room of the Royal Irish Academy of Music. For this competition but four schools entered. These were Marlborough-street Model, Tyrone-street, Phibsborough National School, and North Richmond-street Christian Brothers' School. The small number of National Schools entering for the competition is to be explained by the fact that the principal Boys' Schools in Dublin are not National Schools, and that in the boys' schools generally music is by no means so advanced as in the girls' schools. It was indeed principally for this latter reason that I had suggested that there should be two separate competitions, one for girls' schools only, and one for boys' schools, because as things musical are at present in the Dublin schools, the boys would have no chance in competition with the girls.

Tyrone-street School was a little weak in part-singing, but the others did very well, particularly in the sight test. The first place was awarded to the Christian Brothers' School, North Richmond-street, the Boys' Central Model and Phibsborough National School coming next. At the conclusion of the proceedings, Sir Robert Stewart and Mr. Joseph Robinson both expressed their appreciation of the system of teaching which had produced such very satisfactory results.

Very great interest was excited by the singing competition in Dublin musical circles. The Press made sympathetic references to it, one journal writing that there ought to be more of such competitions and more schools competing. In the schools the effect was to arouse much more activity about the teaching of the subject generally, and in some of them, at least, to raise considerably the standard of performance.

Effect of the Competition.

In my opinion the competition has perhaps done more for Music in the schools of Dublin and the neighbourhood than anything which has taken place since Music was made a subject for the teaching of which Results' fees could be obtained in National Schools. The Board's programme—which is the same for all schools, great and small, town and country—represents only the *minimum* of what may be expected from school children. Where the subject is well taught much greater things can be accomplished than the programme for the annual Results' examination requires. But few teachers will take the trouble to do more than is actually needed for this examination unless there is some strong inducement for them to do so. Now this inducement the competition supplies, and in a twofold form. First, there is the prospect of the honour and glory of coming off victorious in the public contest; and next, besides this honour and glory, there is the substantial addition of a £20, £10, or £5 note, an addition which, I find, the teachers duly appreciate. Should the Corporation continue its liberal grant, and should the schools find encouragement and support from their managers to work up for and enter these competitions, I feel convinced that in a few years we shall have the children of the elementary schools in Dublin able to sing by note from their music-books as easily as to read from their ordinary lesson-books.

Even as it is we have an example of what the competition has effected. For many years past it has been the custom of the Catholic Society of St. Cecilia to celebrate the festival of their patroness by a solemn religious function, with music of a strictly ecclesiastical character. As it happened that the three winning choirs were all Catholic, it was suggested that these three choirs should combine to render the music at the following Cecilian celebration. The suggestion was approved of, and, soon after the summer vacation, Witts' "*Mass of the Vatican Council*" (arranged for four-part female chorus) was put into rehearsal by the choirs of the victorious schools. His Grace the Most Rev. Dr. Walsh, Archbishop of Dublin, and the Most Rev. Dr. Donnelly, Bishop of Canea, both evinced the greatest interest in the matter, and gave it every encouragement, His Grace the Archbishop even attending the last rehearsal of the music on the eve of the Feast.

Appendix C.

Report on State of Schools.

Mr. Goodman, Examiner in Music.

National School Children's Cecilian Festival.

On Wednesday, 22nd November, 1893, the festival was solemnly celebrated in the Church of St. Francis Xavier, Upper Gardiner-street. The united choirs, numbering about 120 voices, were under my own direction. The music was of the strict Cecilian style, in three and four-part harmony. The choirs were composed solely of the competition classes of the three schools which had won the prizes at the recent contest, and were unaided by a single other voice. The children sang their difficult music with intelligence, accuracy, and splendid effect. In the course of the address which His Grace the Archbishop delivered after the High Mass, he made reference to the performance of the children in the following words :—

"I am speaking now in the presence of skilled musicians, musicians of a long and varied experience in the work of musical teaching and training in this city. I ask them to imagine, if they can, the successful or even the tolerable singing of a Mass such as was sung here to-day, by any ordinary church choir in Dublin twenty years ago. I know indeed that I should be very safe in naming a far shorter period. Well, we have had that Mass sung here to-day, and by whom? Not by a choir of professionals, not by a choir of amateurs, with highly developed voices carefully trained by a long course of practice under the guidance of skilled musicians. Not at all, but by THE CHILDREN OF TWO OR THREE NATIONAL SCHOOLS, without the assistance of even one additional voice. We owe it to those children, and most especially to their teachers, that the names of their schools should be distinctly and prominently mentioned here to-day. They are the schools whose pupils were so brilliantly successful in the recent competition in singing between the children of the National and other Primary schools of the city. It would be unpardonable to let pass this opportunity of publicly expressing our acknowledgments to the Lord Mayor and Corporation of the City, for the substantial encouragement they gave to that useful competition by their grants of prizes."

The Most Rev. Dr. Walsh on the Tonic Solfa system.

And further on in his address the Archbishop took occasion to speak of the Tonic Solfa system in words which showed his thorough appreciation and approval of the method :—

"But as bearing especially upon the success of these schools, let me say that I, for my part, can have no hesitation in expressing my opinion that this great success is mainly, if not altogether due to the fact that these children have had one signal advantage. They have had the advantage of being under the care of enlightened teachers—teachers who, in their firm grasp of the principles that underlie all sound educational work, instinctively saw the advance that could not fail to be made if they introduced into their schools that one truly scientific system of musical instruction—that system of which without a word of exaggeration I may say that, more fully than any other educational method I know of, it proceeds from beginning to end upon sound scientific principles—I mean of course that which is known as the Tonic Solfa system."

And again :—

"It is impossible that the Tonic Solfa system could be at work in any school without its exercising a happy influence all round in the awakening and strengthening of the intellectual faculties of the children."

Appendix C.

Report on State of Schools.

Mr. Goodman, Examiner in Music.

In a paper which his lordship the Bishop of Canea read on "school choirs" at the same meeting he showed an intimate acquaintance with the results of the teaching of the subject in the schools of the Diocese of Dublin :—

"The method of teaching" he said, "is enormously simplified by the now almost general adoption of the Tonic Solfa system, and though all our published sacred music is in the old notation that need not frighten anybody. Well trained Tonic Solfaists easily face the staff notation. The choirs we heard to-day are all trained in that system, yet they sang all the Music of the Mass from the old notation."

Suggestions of the Bishop of Canea as to the teaching of singing in National Schools.

And in order to develop the teaching of the subject in the schools his lordship suggests that—

"In schools where two teachers are available, managers could make it a rule that either of them should be certificated to teach singing. And now with the admissible instruction in music imparted in both our training colleges, even where but one teacher is retained, it ought not to be difficult to get even that one teacher equally certified for singing."

These extracts will show sufficiently the very great interest displayed by our highest ecclesiastical authorities in the musical education of the children of the National Schools, as well as in the system of instruction in use. They will show too the interest with which the performance of the schools at the Singing Competition were followed, even in circles where the doings of children might very readily escape notice.

The Singing Competition and the Children's Cecilian Festival were the chief musical events of the Dublin schools for the year 1893. I have dwelt so much upon the competition because in the first place it was a matter of great importance to the little world which was concerned in it, and next, because in organising and promoting it I have been simply carrying out the directions of the Right Hon. Sir Patrick Keenan.

I am, gentlemen, your obedient servant,

P. GOODMAN.

The Secretaries,
Office of National Education,
Marlborough-street.

APPENDIX D.

(1.)—LITERARY CLASSIFICATION of the 721,092 PUPILS who attended School once or oftener within the last Fourteen Days of the Month immediately preceding the Results Examinations.

Number and Name of District.	Infants.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class, 1st Stage.	Fifth Class, 2nd Stage.	Sixth Class.	Total.
1. Letterkenny,	3,208	2,028	1,630	1,303	884	485	315	339	10,192
2. Londonderry,	3,981	2,183	1,818	1,563	1,086	761	485	498	12,375
2A. „	851	454	371	376	258	235	173	201	2,919
3. Coleraine,	2,959	1,509	1,392	1,270	1,022	771	493	676	10,092
4. Ballymena,	3,175	1,605	1,544	1,406	1,011	797	550	545	10,633
5 Donegal,	2,607	1,324	1,283	1,246	1,092	804	470	567	9,393
6. Strabane,	2,695	1,513	1,437	1,176	877	577	371	409	9,055
7. Castledawson,	3,245	1,491	1,359	1,382	1,043	768	441	573	10,302
8. Belfast, North,	6,887	3,138	2,794	2,642	1,982	1,301	726	727	20,197
8A. Carrickfergus,	3,271	1,593	1,411	1,407	1,220	837	476	569	10,784
9. Belfast, South,	5,481	2,287	2,212	2,155	1,770	1,222	739	995	16,861
9A. „	2,205	1,044	858	776	562	381	215	211	6,252
10. Newtownards,	5,744	2,487	2,326	2,139	1,604	1,248	797	814	17,159
11. Lurgan,	4,006	1,742	1,495	1,343	1,117	865	542	605	11,715
12. Sligo,	2,248	1,479	1,419	1,407	1,213	944	659	593	9,962
13. Enniskillen,	2,396	1,273	1,226	1,210	939	734	445	501	8,724
14. Omagh,	2,687	1,301	1,235	1,224	1,040	734	496	626	9,343
15. Dungannon,	3,059	1,449	1,381	1,219	1,022	757	446	607	9,940
16. Armagh,	2,884	1,353	1,270	1,209	1,021	780	544	650	9,711
17. Downpatrick,	2,840	1,440	1,407	1,290	1,065	846	548	565	10,001
18. Monaghan,	2,892	1,320	1,352	1,263	1,124	856	546	673	10,026
19. Newry,	3,395	1,733	1,547	1,446	1,143	765	439	470	10,938
20. Ballina,	2,880	2,060	1,720	1,666	1,196	884	504	642	11,552
21. Ballaghadereen,	3,523	1,841	1,934	1,791	1,423	1,180	680	697	13,069
22. Boyle,	2,473	1,310	1,310	1,277	1,119	978	672	821	9,960
23. Cavan,	2,416	1,432	1,329	1,351	1,184	837	506	637	9,692
24. Bailieborough,	2,745	1,490	1,535	1,374	1,123	852	485	497	10,101
25. Dundalk,	3,918	1,823	1,551	1,572	1,172	854	504	25	12,019
26. Westport,	3,688	2,164	2,078	1,751	1,457	982	617	539	13,276
27. Roscommon,	3,091	1,668	1,715	1,719	1,336	1,057	587	691	11,864
28. Longford,	2,897	1,631	1,543	1,383	1,217	922	543	674	10,810
29. Trim,	2,733	1,303	1,217	1,213	1,003	827	581	857	9,734
30. Dublin, North,	6,295	2,914	2,203	1,887	1,398	833	537	569	16,636
30A. „	1,869	725	729	708	555	420	258	248	5,512
31. Ballinamore,	2,347	1,488	1,491	1,347	1,227	850	585	508	9,843
32. Tuam,	3,869	2,224	2,194	2,026	1,630	1,109	658	678	14,388

LITERARY CLASSIFICATION of the 721,092 PUPILS who attended School once or oftener within the last Fourteen Days of the Month immediately preceding the Results Examinations—*continued.*

Number and Name of District.	Infants.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class, 1st Stage.	Fifth Class, 2nd Stage.	Sixth Class.	Total.
33. Mullingar, . . .	2,816	1,376	1,422	1,263	1,037	791	580	576	9,861
34. Galway, . . .	3,408	1,701	1,509	1,325	1,039	740	473	539	10,734
34A. „ . . .	1,041	704	603	582	404	316	198	236	4,084
35. Ballinasloe, . .	3,279	1,919	1,745	1,624	1,254	813	533	509	11,676
36. Parsonstown, . .	2,717	1,429	1,474	1,259	1,117	855	602	649	10,102
37. Dublin, South (1), .	6,431	2,877	2,251	1,769	1,234	808	537	545	16,447
39. Listowel, . . .	2,649	1,761	1,519	1,523	1,211	928	673	875	11,139
40. Dublin, South (2), .	3,590	1,773	1,483	1,358	1,147	757	473	592	11,173
40A. „ .	2,326	879	759	585	445	272	182	216	5,664
41. Portarlington, .	3,152	1,803	1,612	1,499	1,157	874	666	654	11,417
42. Gort, . . .	2,369	1,590	1,410	1,354	1,130	970	606	885	10,314
43. Templemore, . .	2,653	1,338	1,313	1,293	1,170	897	605	707	9,976
44. Athy, . . .	2,968	1,840	1,566	1,427	1,114	770	446	445	10,576
45. Ennis, . . .	3,100	1,866	1,632	1,607	1,337	1,170	793	1,109	12,614
46. Tipperary, . .	2,800	1,370	1,333	1,354	1,185	981	810	1,178	11,011
47. Kilkenny, . .	3,258	1,694	1,506	1,473	1,259	938	647	848	11,623
48. Youghal, . . .	3,395	1,566	1,535	1,511	1,261	1,047	620	848	11,783
49. Waterford, . .	3,824	1,863	1,770	1,599	1,227	923	633	699	12,538
50. Enniscorthy, . .	3,273	2,100	1,772	1,478	1,216	802	469	493	11,603
51. Limerick, . . .	3,294	1,724	1,585	1,514	1,216	1,025	711	912	11,981
52. Rathkeale, . .	2,244	1,250	1,242	1,232	1,030	963	713	1,163	9,837
53. Clonmel, . . .	3,174	1,618	1,424	1,440	1,143	890	644	803	11,136
54. Tralee, . . .	3,413	1,788	1,640	1,652	1,372	1,092	717	773	12,447
55. Millstreet, . . .	2,503	1,410	1,308	1,544	1,284	1,136	863	1,256	11,304
56. Mallow, . . .	2,787	1,440	1,369	1,275	1,173	933	664	904	10,545
57. Killarney, . .	2,548	1,571	1,554	1,508	1,350	1,107	774	956	11,368
58. Bantry, . . .	2,238	1,582	1,458	1,418	1,338	1,027	766	887	10,714
59. Dunmanway, . .	2,207	1,284	1,227	1,218	1,242	995	726	1,189	10,088
60. Cork, ...	6,272	2,858	2,391	2,394	1,951	1,435	1,035	1,323	19,659
60A. „	729	336	334	325	303	247	174	200	2,648
Grand Total, . .	207,918	108,129	99,062	92,920	75,481	56,550	36,966	44,066	721,092
Per-centage, . .	28·8	15·0	13·8	12·9	.	.	.	.	
Per-centage, . .	28·8	41·7			29·5				

(2.)—Classification of Pupils according to Attendance.

Classification of the total number of pupils on Rolls who made any attendance within the year 1893 according to the number of attendances, each attendance being a complete day of at least four hours continuous:—

—	1893.	
	Number.	Per-centage.
Under 50 attendances,	234,957	22·8
50 but under 75 attendances,	103,141	10·0
75 „ 100 „	104,527	10·1
100 „ 125 „	141,247	13·7
125 „ 150 „	142,741	13·8
150 „ 175 „	135,899	13·2
175 „ 200 „	113,561	11·0
200 and above,	56,214	5·4
Total,	1,032,287	100·0

APPENDIX E.

TABLE No. 1.—Classification of 7,786 National Schools in regard to cleanliness of School-rooms and Children, also Out-Offices.

District and Centre.	A. Out-Offices.				B. School-rooms.			C. Children.			Total Number of Schools.
	Good.	Middling.	Bad.	None.	Good.	Middling.	Bad.	Good.	Middling.	Bad.	
1. Letterkenny,	69	28	5	57	129	30	–	130	29	–	159
2. Londonderry,	111	28	8	5	102	46	4	86	60	6	152
2A. „	28	8	–	1	31	6	–	34	3	–	37
3. Coleraine,	109	25	6	14	100	45	9	130	24	–	154
4. Ballymena,	62	44	7	33	84	53	9	80	58	8	146
5. Donegal,	70	24	10	45	102	41	6	95	50	4	149
6. Strabane,	65	50	4	36	85	56	14	100	42	13	155
7. Castledawson,	115	38	–	6	106	48	5	113	44	2	159
8. Belfast, North,	120	8	3	–	119	12	–	100	31	–	131
8A. Carrickfergus,	123	20	4	8	132	23	–	126	29	–	155
9. Belfast, South,	102	23	–	–	106	18	1	120	5	–	125
9A. „ „	19	18	2	–	37	2	–	31	8	–	39
10. Newtownards,	135	8	–	–	134	9	–	140	3	–	143
11. Lurgan,	97	20	11	7	122	12	1	120	15	–	135
12. Sligo,	60	26	8	44	76	50	12	90	42	6	138
13. Enniskillen,	70	46	11	20	90	53	4	105	42	–	147
14. Omagh,*	–	–	–	–	–	–	–	–	–	–	–*
15. Dungannon,	107	32	–	10	98	51	–	112	37	–	149
16. Armagh,	83	56	7	2	108	37	3	117	26	5	148
17. Downpatrick,	65	48	16	13	97	37	8	105	33	4	142
18. Monaghan,	114	5	4	25	96	47	5	135	11	2	148
19. Newry,	98	30	4	8	66	70	4	72	65	3	140
20. Ballina,	66	23	4	44	87	40	10	89	41	7	137
21. Swineford,	111	4	8	14	124	10	3	122	10	5	137
22. Boyle,*	–	–	–	–	–	–	–	–	–	–	–*
23. Cavan,	60	51	2	38	106	45	–	96	55	–	151
24. Bailieborough,	69	28	8	46	131	14	6	100	48	3	151
25. Dundalk,	98	12	5	15	79	43	8	111	18	1	130
26. Westport,	127	8	–	17	127	25	–	130	22	–	152
27. Roscommon,	72	12	7	43	73	29	32	56	63	15	134
28. Longford,	63	38	15	26	94	42	6	107	33	2	142
29 Trim,	115	20	5	–	130	8	2	135	5	–	140

* Information not available for five Districts; Inspectors too recently in charge to furnish the details.

TABLE No. 1.—Classification of 7,786 National Schools in regard to cleanliness of School-rooms and Children, also Out-Offices—*continued.*

District and Centre.	A. Out-Offices.				B. School-rooms.			C. Children.			Total Number of Schools.
	Good.	Middling.	Bad.	None.	Good.	Middling.	Bad.	Good.	Middling.	Bad.	
30. Dublin, North, .	102	18	–	6	110	16	–	114	12	–	126
30A. „ „ .	37	7	–	–	37	7	–	34	10	–	44
31. Ballinamore, .	62	25	5	45	90	36	11	80	44	13	137
32. Tuam, . . .	112	13	–	9	123	10	1	127	7	–	134
33. Mullingar,* .	–	–	–	–	–	–	–	–	–	–	–*
34. Galway, . .	90	12	12	20	94	18	22	124	10	–	134
34A. „ . .	35	7	–	4	34	12	–	30	16	–	46
35. Ballinasloe, . .	52	34	29	27	49	69	24	46	84	12	142
36. Parsonstown, .	102	15	4	24	120	22	3	123	22	–	145
37. Dublin, South, 1,	91	17	3	4	102	11	2	102	13	–	115
39. Listowel,* . .	–	–	–	–	–	–	–	–	–	–	–*
40. Dublin, South, 2,	90	31	3	16	78	44	18	80	52	8	140
40A. „ „ .	31	4	–	–	33	2	–	33	1	1	35
41. Portarlington, .	85	30	8	15	120	17	1	100	33	5	138
42. Gort, . . .	92	20	6	14	104	22	6	112	20	–	132
43. Thurles, . .	55	17	–	55	100	27	–	97	30	–	127
44. Athy, . . .	103	18	8	14	95	30	18	130	13	–	143
45. Ennis, . . .	78	14	3	32	83	42	2	123	4	–	127
46. Tipperary, . .	63	16	4	39	76	45	1	65	53	4	122
47. Kilkenny, . .	117	8	8	21	131	18	5	131	22	1	154
48. Youghal, . .	111	8	7	4	91	36	3	58	69	3	130
49. Waterford,* .	–	–	–	–	–	–	–	–	–	–	–*
50. Enniscorthy, .	75	32	9	24	96	36	8	97	42	1	140
51. Limerick, . .	80	20	4	14	78	36	4	96	22	–	118
52. Rathkeale, . .	69	41	3	5	70	38	10	93	23	2	118
53. Clonmel, . .	46	39	18	15	89	24	5	71	43	4	118
54. Tralee, . . .	49	43	3	14	79	29	1	80	29	–	109
55. Millstreet, . .	84	26	1	3	90	21	3	76	36	2	114
56. Mallow, . .	71	31	8	4	68	38	8	91	23	–	114
57. Killarney, . .	98	20	6	2	78	40	8	78	40	8	126
58. Bantry, . .	75	13	7	36	104	23	4	100	31	–	131
59. Dunmanway, .	86	23	2	11	64	35	23	80	37	5	122
60. Cork, . . .	114	23	3	8	135	13	–	127	21	–	148
60A. „ . . .	15	8	2	7	20	10	2	22	10	–	32
Total, . . .	4,973	1,414	330	1,069	5,612	1,829	345	5,807	1,824	155	7,786

* Information not available for five Districts; Inspectors too recently in charge to furnish the details.

TABLE No. 2.—Classification of 7,786* National Schools

District and Centre.	No. of Schools Returned.	A. Building, Repairs, &c.			B. Furniture and Apparatus.		
		Good.	Middling.	Bad.	Good.	Middling.	Bad.
1. Letterkenny,	159	109	31	19	111	42	6
2. Londonderry,	152	121	24	7	72	59	21
2A. „	37	29	8	–	32	5	–
3. Coleraine,	154	112	35	7	113	35	6
4. Ballymena,	146	70	57	19	65	56	25
5. Donegal,	149	80	49	20	90	39	20
6. Strabane,	155	85	55	15	80	59	16
7. Castledawson,	159	109	43	7	120	38	1
8. Belfast, North,	131	90	36	5	88	43	–
8A. Carrickfergus,	155	127	22	6	126	29	–
9. Belfast, South,	125	113	12	–	115	10	–
9A. „ „	39	13	24	2	18	18	3
10. Newtownards,	143	117	22	4	123	20	–
11. Lurgan,	135	122	13	–	120	15	–
12. Sligo,	138	56	59	23	55	62	21
13. Enniskillen,	147	95	50	2	93	52	2
14 Omagh,*	–	–	–	–	–	–	–
15. Dungannon,	149	87	62	–	88	61	–
16. Armagh,	148	64	73	11	50	93	5
17. Downpatrick,	142	94	39	9	95	37	10
18. Monaghan,	148	124	18	6	108	38	2
19. Newry,	140	85	49	6	87	48	5
20. Ballina,	137	89	34	14	98	26	13
21. Swineford,	137	118	14	5	117	15	5
22. Boyle,*	–	–	–	–	–	–	–
23. Cavan,	151	104	39	8	98	42	11
24. Bailieborough,	151	104	24	23	64	53	34
25. Dundalk,	130	85	34	11	84	36	10
26. Westport,	152	126	17	9	126	17	9
27. Roscommon,	134	73	30	31	72	34	28
28. Longford,	142	96	33	13	88	36	18
29. Trim,	140	115	20	5	110	25	5
30. Dublin, North,	126	104	16	6	104	22	–
30A. „ „	44	38	6	–	32	12	–
31. Ballinamore,	137	84	25	28	78	39	20
32. Tuam,	134	112	15	7	117	13	4
33. Mullingar,*	–	–	–	–	–	–	–
34. Galway,	134	94	18	22	94	18	22
34A. „	46	29	14	3	31	15	–
35. Ballinasloe,	142	57	62	23	52	62	28
36. Parsonstown,	145	122	17	6	122	17	6
37. Dublin, South, 1,	115	105	5	5	94	21	–
39. Listowel,*	–	–	–	–	–	–	–
40. Dublin, South, 2,	140	105	32	3	95	40	5
40A. „ „	35	35	–	–	35	–	–
41. Portarlington,	138	100	37	1	115	13	10
42. Gort,	132	73	45	14	70	43	19
43. Templemore,	127	104	19	4	89	32	6
44. Athy,	143	118	16	9	106	27	10
45. Ennis,	127	70	21	36	72	19	36
46. Tipperary,	122	87	32	3	80	34	8
47. Kilkenny,	154	124	21	9	123	23	8
48. Youghal,	130	80	44	6	77	48	5
49. Waterford,*	–	–	–	–	–	–	–
50. Enniscorthy,	140	76	43	21	67	56	17
51. Limerick,	118	81	33	4	91	24	3
52. Rathkeale,	118	86	30	2	87	28	3
53. Clonmel,	118	85	28	5	78	31	9
54. Tralee,	109	78	27	4	83	24	2
55. Millstreet,	114	94	16	4	85	24	5
56. Mallow,	114	75	36	3	70	34	10
57. Killarney,	126	105	10	11	112	10	4
58. Bantry,	131	83	35	13	76	40	15
59. Dunmanway,	122	91	24	7	107	10	5
60. Cork,	148	123	17	8	124	19	5
60A. „	32	23	5	4	18	10	4
Total,	7,786	5,453	1,775	558	5,290	1,951	545

* Information not available for five Districts ;

in regard to heads indicated in the following Table :—

C. Premises, Playgrounds, &c.				D. Space Accommodation.			E. Supply of Books and other Requisites.			District.
Good.	Middling.	Bad.	None.	Good.	Middling.	Bad.	Good.	Middling.	Bad.	
36	40	6	77	68	72	19	99	28	32	1
33	7	2	110	130	21	1	103	44	5	2
26	10	–	1	33	2	2	33	3	1	2A
90	30	3	31	141	8	5	124	20	10	3
17	28	22	79	125	17	4	124	16	6	4
40	54	15	40	89	49	11	85	60	4	5
70	9	–	76	116	29	10	120	27	8	6
72	32	–	55	130	19	10	149	8	2	7
40	43	3	45	116	9	6	85	46	–	8
60	60	–	35	135	14	6	90	36	29	8A
88	20	14	3	109	12	4	105	20	–	9
5	10	2	22	30	2	7	33	5	1	9A
107	21	–	15	105	27	11	121	22	–	10
93	28	4	10	110	22	3	123	12	–	11
42	44	12	40	60	61	17	63	65	10	12
54	26	1	66	132	15	–	94	34	19	13
–	–	–	–	–	–	–	–	–	–	14
89	34	–	26	106	43	–	114	35	–	15
69	73	3	3	132	13	3	93	53	2	16
46	64	–	32	108	26	8	97	41	4	17
61	29	7	51	141	6	1	121	18	9	18
61	40	20	19	102	36	2	63	68	9	19
93	5	4	35	101	25	11	94	37	6	20
104	29	4	–	123	8	6	132	5	–	21
–	–	–	–	–	–	–	–	–	–	22
74	55	16	6	122	28	1	104	47	–	23
44	21	19	67	104	24	23	132	19	–	24
92	29	9	–	117	11	2	86	24	20	25
123	19	3	7	135	16	1	120	32	–	26
79	21	10	24	85	20	29	83	35	16	27
79	22	19	22	105	20	17	105	35	2	28
95	35	9	1	130	10	–	130	10	–	29
74	38	8	6	106	14	6	116	10	–	30
36	4	4	–	41	2	1	35	9	–	30A
74	23	–	40	89	27	21	82	47	8	31
97	14	6	17	129	3	2	130	3	1	32
–	–	–	–	–	–	–	–	–	–	33
95	13	4	22	85	33	16	134	–	–	34
30	14	–	2	33	11	2	32	13	1	34A
45	52	15	30	47	75	20	54	88	–	35
91	19	–	35	120	13	12	125	13	7	36
79	18	–	18	108	3	4	108	7	–	37
–	–	–	–	–	–	–	–	–	–	39
78	26	20	16	110	17	13	80	52	8	40
31	4	–	–	29	6	–	35	–	–	40A
100	29	5	4	118	12	8	113	25	–	41
73	34	16	9	110	11	11	90	36	6	42
43	36	11	37	102	15	10	106	21	–	43
104	19	14	6	125	13	5	107	32	4	44
75	11	3	38	91	23	13	95	26	6	45
57	22	5	38	86	21	15	91	27	4	46
100	11	–	43	149	5	–	132	20	2	47
59	28	43	–	118	6	6	107	23	–	48
–	–	–	–	–	–	–	–	–	–	49
49	23	9	59	111	12	17	103	24	13	50
82	21	3	12	77	36	5	85	30	3	51
81	33	3	1	105	12	1	86	25	7	52
48	28	9	33	83	29	6	86	29	3	53
75	14	2	18	89	15	5	80	25	4	54
88	16	8	2	87	18	9	89	25	–	55
62	29	6	17	80	24	10	94	20	–	56
118	5	–	3	102	9	15	92	30	4	57
80	23	4	24	78	35	18	105	23	3	58
102	9	11	–	117	2	3	109	12	1	59
126	14	2	6	138	6	4	129	16	3	60
17	8	2	5	20	10	2	25	6	1	60A
4,251	1,576	420	1,539	6,123	1,183	480	5,880	1,622	284	

Inspectors too recently in charge to furnish the details.

APPENDIX F.

REPORT of the NATIONAL SCHOOL TEACHERS' (Ireland) PENSION FUND, under the Act 42 & 43 Vict., cap. 74, for the Year ended 31*st December*, 1893.

1. The fourteenth year of the operation of the Act ended on the 31st December, 1893.

2. The numbers on the Pension Establishment under the Act were as follows :—

—	MALES.					FEMALES.					Total both sexes.
	3rd Class.	2nd Class.	1² Class.	1¹ Class.	Total.	3rd Class.	2nd Class.	1² Class.	1¹ Class.	Total.	
On the Books on the 31st December, 1893, . .	2,890	1,850	410	150	5,300	3,371	1,551	350	130	5,402	10,702
Maximum Number allowed by the Act, . .	2,890	1,850	410	150	5,300	3,370	1,550	350	130	5,400	10,700

3. The Model School Teachers who have availed themselves of the supplemental privilege conferred under Rules 37 to 48, are as follows :—

—	Males.	Females.	Total.
On the Books, 31st December, 1892, . .	66	89	155
Joined in 1893, ...	.	4	4
Total, . . .	66	93	159
Removed from Establishment on account of Age, or on receipt of Gratuity, or award of Pension in 1893, ...	1	2	3
Died in 1893, ...	1	.	1
Resigned or Dismissed, 1893, ...	2	.	2
On the Books, 31st December, 1893, . .	62	91	153
Maximum Number allowed, ...	.	.	250
Supplemental Pensions :	£ s. d.	£ s. d.	£ s. d.
Amount payable 31st Dec., 1892, . .	197 16 6	358 13 0	556 9 6
Granted in 1893, ...	50 10 8	46 2 4	96 13 0
Ceased in 1893, ...	.	.	.
Amount Payable on 31st Dec., 1893, .	248 7 2	404 15 4	653 2 6

4. The Pensions granted were as follows :—

—	Males.										Females.										Total both Sexes.	
	3rd Class.		2nd Class.		1² Class.		1¹ Class.		Total.		3rd Class.		2nd Class.		1² Class.		1¹ Class.		Total.			
	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£
Total on 31st December, 1892, .	274	7,691	197	7,492	86	4,838	30	2,591	587	2,2612	151	2,912	137	3,787	67	2,747	25	1,468	380	10,914	967	33,526
Pensions Granted in 1893.																						
For Ill-health, ...	2	19	1	3	-	-	-	-	3	22	2	16	-	-	-	-	-	-	2	16	5	38
On Voluntary Retirement, . .	16	471	11	418	8	456	3	278	38	1,623	6	119	8	175	5	175	-	-	19	469	57	2,092
On Compulsory Retirement, .	5	176	8	371	1	60	-	-	14	607	7	175	5	170	3	140	2	153	17	638	31	1,245
Total, ...	297	8,357	217	8,284	95	5,354	33	2,869	642	24,864	166	3,222	150	4,132	75	3,062	27	1,621	418	12,037	1,060	36,901
Pensions Ceased in 1893.																						
Through Death, ...	13	366	10	382	5	272	4	350	32	1,370	6	121	2	58	1	36	-	-	9	215	41	1,585
Otherwise, ...	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pensions payable on 31st December, 1893,*	284	7,991	207	7,902	90	5,082	29	2,519	610	23,494	160	3,101	148	4,074	74	3,026	27	1,621	409	11,822	1,019	35,316
Gratuities paid during the year	6	674	3	359	-	-	1	248	10	1,281	21	1,904	11	1,045	-	-	-	-	32	2,949	42	4,230

* Including the Supplemental Pensions shown in paragraph 3.

5. The Age Statistics have been as follows, so far as they have been notified during the Years 1880–1892, and the Year 1893, respectively;—

	Males.								Females.							
	3rd Class.		2nd Class.		1² Class.		1¹ Class.		3rd Class.		2nd Class.		1² Class.		1¹ Class.	
	13 years, 1880–92.	1893.	13 years, 1880–92.	1893.	13 years, 1880–92.	1893.	13 years, 1880–92.	1893.	13 years, 1880–92.	1893.	13 years, 1880–92.	1893.	13 years, 1880–92.	1893.	13 years, 1880–92.	1893.
Average Age on:—																
Promotion,	20·53	21·18	23·99	23·25	28·18	27·13	31·01	28·71	21·15	21·93	23·85	23·87	27·39	27·51	30·19	29·55
Resignation or Dismissal,	26·00	26·89	29·70	29·68	32·96	33·30	35·50	31·85	25·81	28·68	28·86	28·15	29·21	32·53	33·17	33·00
Re-appointment,	27·83	29·49	30·29	29·33	32·31	32·00	35·70	30·50	26·36	27·70	27·85	28·50	29·94	29·36	36·81	–
Retirement,	54·93	58·10	56·30	58·65	59·86	58·00	60·89	57·25	43·80	46·73	48·43	47·50	53·15	56·25	53·92	61·50
Death,	37·38	39·06	40·52	38·50	45·25	43·66	46·95	50·00	31·67	35·40	35·50	32·69	42·51	39·66	41·18	33·00

6. The Income and Expenditure of the Pension Fund during the Year 1893, were as follows :—

INCOME :—

	£ s. d.	£ s. d.
Two Half-year's Interest on £1,300,000,	39,000 0 0	
Interest on Stock,	12,117 16 11	
Premiums paid by Teachers,	9,247 6 8	
		£60,365 3 7

EXPENDITURE :—

Pensions paid to Teachers,	£34,184 9 4	
Gratuities,	4,230 3 5	
Premiums Refunded,	1,605 0 5	
		£40,019 13 2
Surplus of Income over Expenditure,	—	£20,345 10 5
Amount realized by Sale of £9,476 1*s.* 10*d.* Stock,	—	9,336 12 1
Cash Balance on 1st January, 1893,	—	827 13 9
		£30,509 16 3
Sum invested in purchase of £30,391 18*s.* 2*d.* Stock,	—	£29,954 9 0
Cash Balance on 31st December, 1893,	—	555 7 3

7. The Invested Capital of the Fund stood thus :—

1st January, 1893, Debt of the Irish Land Commission,	—	£1,300,000 0 0
Stock in hand,	£427,929 8 11	
Stock bought in 1893,	30,391 18 2	
	£458,321 7 1	
Stock sold in 1893,	9,476 1 10	
In hand 31st December, 1893,	£448,845 5 3	£1,300,000 0 0

APPENDIX G.

I.—List of One Hundred and Fifty Vested Schools on the Suspended List at end of year 1893.

County.	District.	Parish.	Roll No.	School.	How vested.
Antrim,	3	Armoy,	1200	Breen, m.	V.T.
Do.,	8	Tullyrusk,	5537	Dundrod, f.	V.C.
Do.,	–	Shankil,	6633	Cavehill, f.	V.T.
Do.,	8A	Kilroot,	7944	Bellahill,	V.C.
Cavan,	23	Annaghcliff,	129	Curlurgan, m.	A.
Do.,	–	Killeshandra,	143	Coronary, m.	V.T.
Do.,	–	Do.,	144	Do., f.	V.T.
Do.,	–	Urney,	157	Coolboyogue, m.	V.T.
Do.,	–	Do.,	158	Do., f.	V.T.
Do.,	–	Annagh,	3370	Kilnaleck, f.	V.T.
Do.,	–	Killeshandra,	11206	Killeshandra, f.	V.T.
Do.,	–	Drumlummon	153	St. Joseph's, m.	V.T.
Do.,	–	Do.,	154	Do., f.	V.T.
Do.,	24	Lurgan,	2180	Lattoon, f.	V.T.
Do.,	–	Drumgoon,	3230	Cohaw, f.	V.T.
Donegal,	2	Muff,	2999	Ture, f.	V.C.
Do.,	–	Fahan, Lower,	3884	Tullydish, f.	V.C.
Do,	5	Kilbarron,	4421	Ballyshannon, f.	V.C.
Down,	17	Bright,	4743	Bright, m.	V.C.
Do.,	–	Kilclief,	10878	Kilclief	V.T.
Fermanagh,	13	Galloon,	281	Drumbarry,	V.T.
Do.,	–	Magheraculmoney,	288	Tulnaquigay,	V.T.
Do.,	–	Aghavea,	11522	Brookboro', m.	V.C.
Londonderry,	3	Killowen,	3987	Killowen-street, m.	V.T.
Do.,	7	Tamlaght O'Crilly,	2486	Drumgarner, f.	V.T.
Do.,	–	Upper Cumber,	5496	Glenrandle, m.	V.C.
Monaghan,	18	Tydavnet,	1773	Knockatallen, f.	V.T.
Do.,	–	Do.,	4653	Tullycrummin, f.	V.T.
Do.,	–	Ematris,	10430	Corravacan, f.	V.T.
Do.,	–	Drumsnatt,	10453	Drumsheeny, f.	V.T.
Do.,	24	Magheross,	367	Carrickmacross, f.	V.T.
Tyrone,	2	Donagheady,	1260	Donagheady,	A.
Do.,	6	Badoney, Upper,	5678	Letterbrat, f.	V.C.
Do.,	14	Kilskeery,	3277	Feglish, f.	A.
Do.,	–	Cappagh,	390	Carrigans, Lower,	V.T.
Do.,	–	Clogher,	393	Eskra, m.	V.T.
Do.,	–	Errigle Keerogue,	415	Glencull, m.	V.T.
Do.,	–	Clogher,	1890	Eskra, f.	V.T.
Do.,	–	Donagheady,	2456	Blackfort, f.	V.C.
Do.,	–	Cappagh,	3345	Reylaugh,	A.
Do.,	–	Clogher,	11941	Fivemiletown,	V.C.
Do.,	15	Kildress,	419	Dunamore,	V.T.
Do.,	–	Pomeroy,	1142	Altmore, m.	V.C.
Do.,	–	Kildress,	1376	Strawmacklemartin,	V.T.
Clare,	42	Dysart,	1264	Moyrhee, m.	A.
Do.,	–	Kilmoon,	3198	Caherbullog, m.	V.T
Do.,	–	Do.,	3199	Do., f.	V.T.
Do.,	45	Drumcliffe,	443	Newtownstackpoole, m.	V.T.
Do.,	–	Do.,	5314	Do., f.	V.T.
Do.,	51	Clonlea,	4438	Kilkishen, m.	V.T.
Do.,	–	Do.,	4439	Do., f.	V.T.
Cork,	55	Kilmichael,	3509	Dromleigh, f.	V.T.
Do.,	–	Canovee,	3150	Canovee, m.	V.T.

I.—List of One Hundred and Fifty Vested Schools on the Suspended List at end of year 1893—*continued.*

County.	District.	Parish.	Roll No.	School.	How vested.
Cork,	55	Canovee,	9486	Canovee, f.	V.T.
Do.,	–	Drishane,	1690	Millstreet (1),	V.T.
Do.,	–	Nohovaldaly,	9244	Kingwilliamstown, m.	V.T.
Do.,	–	Do.,	9245	Do., f.	V.T.
Do.,	56	Britway,	3994	Britway, f.	V.T.
Do.,	–	Doneraile,	4128	Skehanabeg, m.	V.T.
Do.,	–	Blarney,	1542	Blarney, f.	V.T.
Do.,	–	Kilsharrig,	3930	Kilpadder,	V.T.
Do.,	–	Doneraile,	11570	Ballyvonier, m.	V.T.
Do.,	–	Carrigleamleary,	12617	Clenor and Carig, m.	V.T.
Do.,	59	Myross,	2112	Conscroneen, m.	A.
Do.,	–	Do.,	2113	Do., f.	A.
Do.,	–	Skibbereen,	5141	Skibbereen (4),	V.T.
Do.,	–	Ardfield,	10037	Ardfield, m.	V.T.
Do.,	–	Castlehaven,	5716	Castletownsend, m.	V.C.
Do.,	–	Do.,	5717	Do., f.	V.C.
Kerry,	39	Kilnaughten,	9336	Reenturk, f.	V.T.
Do.,	–	Killcarrah,	10953	Lixnaw, f.	V.T.
Do.,	–	Killatanny,	2121	Gortnaskeki, f.	V.T.
Do.,	54	Dingle,	1278	Dingle, m.	V.T.
Do.,	–	Killiney,	2191	Castlegregory, m.	V.T.
Do.,	–	Do.,	2192	Do., f.	V.T.
Do.,	–	Ballinahaglish,	9423	Spa, f.	V.T.
Do.,	55	Kilcummin,	2995	Rathmore, f.	V.T.
Do.,	–	Tralee,	9261	Listellach, f.	V.T.
Do.,	57	Killarney,	1602	Gortaguilane,	V.T.
Do.,	–	Killinane,	2193	Filemore, m.	V.T.
Do.,	–	Do.,	2194	Do., f.	V.T.
Do.,	–	Templenoe,	5148	Geraghsallagh,	V.C.
Do.,	–	Kilcrohan,	8252	Sneem, f.	V.C.
Do.,	–	Do.,	10099	Letterfinish, f.	V.C.
Do.,	58	Kenmare,	2850	Kenmare, f.	A.
Limerick,	46	Kilteely,	1980	Kilteely, m.	V.T.
Do.,	–	Do.,	1987	Do., f.	V.T.
Do.,	52	Ballingarry,	2910	Ballingarry, f.	V.T.
Tipperary,	36	Cloughprior,	2076	Carney, m.	V.T.
Do.,	46	Templeneiry,	10433	Ardnane, m.	V.T.
Do.,	53	Reelickmurray and Athassel.	13706	Lagganstown, f.	V.T.
Do.,	–	Do.,	9450	Ballycarrow, f.	V.C.
Waterford,	48	Tallow,	3490	Kilcalf, m.	A.
Do.,	–	Do.,	4318	Ballyduff, f.	V.T.
Do.	53	Mothell,	4137	Coolnahorna, f.	V.T.
Dublin,	40	Rathmichael,	8293	Ballycorus, m.	V.C.
Do.,	–	Stillorgan,	1296	Stillorgan, m.	V.C.
Kildare,	37	Cloncurry,	1497	Newtown, f.	V.T.
Do.,	–	Donaghcumfer,	5351	Abbey, f.	V.C.
Do.,	44	Dunmanogue,	2712	Levitstown,	V.T.
Kilkenny,	47	Grange,	790	Church Hill,	V.T.
Do.,	–	Powerstown,	1155	Skeavostheen, f.	V.T.
Do.,	–	St. John's,	3413	St. John's, i.	V.T.
Do.,	–	Do.,	10639	St. John's Preparatory m.	V.T.
Do.,	49	Lisluning,	3877	Mullinakill, f.	V.T.
King's,	36	Drumcullen,	2414	Thomastown,	V.T.
Do.,	41	Kilbride,	829	Tullamore, m.	V.T.
Longford,	28	Columbkill,	2372	Cloneen,	V.T.
Louth,	25	Drumshallon,	1305	Kellystown, m.	A.
Do.,	–	Rathdrummin,	1593	Walshestown, m.	V.T.
Do.,	–	Termonfeckin,	2004	Cartown, f.	V.T.

I.—List of One Hundred and Fifty Vested Schools on the Suspended List at the end of year 1893—*continued.*

County.	District.	Parish.	Roll No.	School.	How vested.
Meath,	25	Kilsharvin,	1176	Mount Hanover, f.	V.T.
Do.,	25	Clonalvey,	2086	Clonalvey, m.	V.T.
Do.,	29	Boardsmill,	1827	Batterstown,	V.T.
Do.,	–	Cushinstown,	3147	Cushinstown, f.	V.T.
Do.,	–	Kildalkey,	3812	Carnisle, f.	V.T.
Do.,	–	Clonmacduff,	4009	Tullaghanstown,	V.T.
Do.,	28	Trim,	4309	Phillenstown,	V.T.
Queen's,	44	Tullymoy,	1635	Luggacurren, m.	V.C.
Westmeath,	33	Ballyloughloe,	930	Mount Temple, m.	V.T.
Do.,	–	Do.,	1208	Do., f.	V.T.
Do.,	–	Ballymorin,	1313	Newbristy, m.	V.T.
Do.,	29	Castletown Delvin,	2263	Crowenstown, m.	V.T.
Do.,	41	Rahugh,	12906	Rahugh, f.	V.T.
Wexford,	49	Hook,	11995	Loftus Hall, f.	V.T.
Do.,	50	Ballyhoge,	1491	Galbally, f.	V.T.
Do.,	–	Rossdroit,	5037	Courtmacuddy, m.	V.C.
Do.,	–	Carrick,	10730	Barntown, f.	V.T.
Do.,	–	Marshalstown,	12740	Marshalstown, m.	V.T.
Wicklow,	40	Rathdrum,	5950	Rathdrum, f.	V.C.
Galway,	26	Ballinakill,	1319	Tully,	V.T.
Do.,	35	Abbey,	990	Briersfield, f.	V.T.
Do.,	34A	Oranmore,	4507	Oranmore,	V.C.
Do.,	34	Kilcummin,	4787	Oughterard, f.	V.C.
Do.,	–	Moyrus,	9566	Murvey, f.	V.C.
Do.,	–	Oranmore,	8799	Menlough, m.	V.T.
Do.,	35	Lickerig,	1009	Lickerig, f.	V.T.
Do.,	–	Loughrea,	1011	Loughrea, f.	V.T.
Do.,	42	Kilbeacanty,	1325	Killafeen, m.	V.T.
Do.,	–	Do.,	1520	Do., f.	V.T.
Do.,	–	Kilmacduagh,	4791	Gort, f.	V.C.
Mayo,	20	Crossmolina,	4010	Richmond,	V.T.
Do.,	–	Toomore,	12035	Foxford, f.	V.T.
Do.,	21	Kilconduff,	2031	Swineford, i.	V.T.
Do.,	26	Killedan,	1613	Newtownbrowne,	V.T.
Do.,	–	Aughaval,	2823	Murrisk, m.	A.
Do.,	–	Burrishoole,	4631	Newport Pratt, f.	A.
Roscommon,	35	St. Peter's,	4196	Deerpark,	V.T.
Do.,	–	Carn,	1083	Carrick,	V.T.
Sligo,	20	Kilmacteigue,	4489	Castlerock,	V.T.

Ia.—List of Eleven Vested Model School Departments,* amalgamated with other Departments of same School.

County.	District	Roll No.	School.	Parish.	How vested.
Cavan,	24	8514	Bailieboro' Model, i.	Bailieborough,	V.C.
Tipperary,	53	5635	Clonmel ,, i.	Clonmel,	V.C.
Waterford,	49	6976	Waterford ,, i.	St. John's,	V.C.
Dublin,	40A	4993	Glasnevin, ,, f.	Glasnevin,	V.C.
Kildare,	44	6615	Athy ,, i.	St. Michael's,	V.C.
Kilkenny,	47	6983	Kilkenny ,, i.	St. Patrick's,	V.C.
King's,	36	7951	Parsonstown ,, i.	Birr,	V.C.
Meath,	29	5631	Trim ,, f.	Trim,	V.C.
Do.,	–	5632	Do., ,, i.	Do.	V.C.
Wexford,	50	7786	Enniscorthy ,, i.	St. Mary's (Enniscorthy),	V.C.
Galway,	34A	6214	Galway ,, i.	Rahoon,	V.C.

* The Roll number of the Infant Department of Dunmanway Model School was cancelled.

II.—List of Two Hundred and Sixty-Six Vested Schools, towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on 31st December, 1893.

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			How vested.
					Males.	Females.	Total.	
Ulster.								
Antrim,	4	Drummane,	14443	Randalstown, m.	60	–	60	V.T.
,,	–	Do.	14444	Do. f.	–	60	60	V.T.
,,	9	Shankill,	13749	Sandy Row, }	Special	plan for	400	V.C.
,,	–	Do.	13750	Do. inft. }				V.C.
Armagh,	11	Seagoe,	13786	Aghacommon,	100	100	200	V.T.
,,	–	Shankill,	13792	Silverwood,	40	40	80	V.T.
,,	16	Newtownhamilton,	14322	Newtownhamilton,	60	60	120	V.T.
,,	–	Derrynoose,	14325	Derrynoose m.	100	–	100	V.T.
,,	–	Do.	14326	Do. f.	–	100	100	V.T.
,,	–	Creggan,	14495	Cullyhanna, m.	75	–	75	V.T.
,,	–	Do.	14496	Do. f.	–	75	75	V.T.
,,	25	Do.	12973	Cregganduff,	60	40	100	V.T.
Cavan	23	Annacliffe,	14399	Kilgarry,	60	60	120	V.T.
,,	24	Shercock,	12812	Nolagh,	60	40	100	V.T.
,,	–	Enniskeen,	14211	Laragh,	40	40	80	V.T.
,,	–	Mullagh,	14216	Mullagh, m.	100	–	100	V.T.
,,	–	Do.	14217	Do. f.	–	100	100	V.T.
,,	–	Knockbride,	14259	Knockbride,	40	40	80	V.C.
,,	–	Enniskeen,	14320	Corlea, m.	60	–	60	V.T.
,,	–	Do.	14321	Do. f.	–	60	60	V.T.
,,	–	Drumgoon,	14333	Killyclare,	30	30	60	V.T.
,,	–	Shercock,	14336	Shercock,	60	60	120	V.T.
,,	31	Kinawley,	14298	Commas,	50	50	100	V.T.
,,	–	Do.	14471	Tiercahan,	50	50	100	V.T.
Donegal,	1	Tullyganan,	13133	Illy,	60	60	120	V.T.
,,	–	Inniskeel,	14001	Beagh,	50	50	100	V.T.
,,	–	Kilmacrenan,	14194	Termon,	75	75	150	V.T.
,,	–	Killygarvan,	14224	Lurgan Boyce,	40	40	80	V.T.
,,	–	Meevagh,	14277	Glen,	60	60	120	V.T.
,,	–	Templecrone,	14365	Mullaghduff,	60	60	120	V.T.
,,	–	Tullaghobegly,	14502	Derrybeg, m.	75	–	75	V.C.
,,	–	Do.	14503	Do. f.	–	75	75	V.C.
,,	2	Cloncha,	13949	Malin,	50	50	100	V.T.
,,	–	Moville Lower,	14353	Moville, m.	150	–	150	V.T.
,,	–	Donagh,	14359	St. Patrick's, m.	60	–	60	V.T.
,,	5	Inver,	14379	Drumnaherk,	60	60	120	V.T.
,,	–	Drumhouse,	14452	Laghey,	40	40	80	V.T.
Down,	10	Down,	14354	Portavogie, m.	75	–	75	V.T.
,,	–	Do.	14355	Do. f.	–	75	75	V.T.
,,	–	Greyabbey,	14417	Ballyboley,	60	60	120	V.C.
,,	17	Drumgooland,	14191	Leganany,	50	50	100	V.T.
,,	19	Kilkeel,	13956	Forks,	40	40	80	V.C.
,,	–	Do.	14223	Bingian (2)	40	40	80	V.C.
Fermanagh,	13	Galloon,	13669	Drumlone,	40	35	75	V.T.
Londonderry,	2	Templemore,	14318	Derry, m. }	Special	plan for	466	V.T.
,,	–	Do.	14319	Do. f. }				V.T.
,,	–	Learmount,	14360	Kilgort, m.	60	–	60	V.T.
,,	–	Do.	14361	Do. f.	–	60	60	V.T.
,,	3	Dungiven,	14296	Dungiven, m. }	Special	plan for	211	V.T.
,,	–	Do.	14297	Do. f. }				V.T.
,,	–	Termoyle,	14454	Ballinrees,	40	40	80	V.C.

II.—List of Two Hundred and Sixty-Six Vested Schools—*continued.*

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated. Males.	Females.	Total.	How vested.
ULSTER—*con.*								
Monaghan,	24	Aughnamullen,	14061	Farmoyle,	40	40	80	V.T.
Tyrone,	14	Drumragh,	14272	Omagh Convent,	–	350	350	V.T.
,,	–	Donacavey,	14489	Aughafad,	40	40	80	V.C.
,,	15	Kildress,	14118	Gortreagh,	40	40	80	V.T.
,,	–	Pomeroy,	14455	Kerrib,	60	60	120	V.T.
,,	–	Drumglass,	14458	St. Patrick's Convent,	Special	plan for	450	V.T.
MUNSTER.								
Clare,	42	Oughtinama,	14009	Gortyclare,	40	40	80	V.T.
,,	–	Kilshanny,	14238	Gortown,	50	50	100	V.T.
,,	–	Tomgraney,	14279	Cooleenbridge,	50	50	100	V.C.
,,	–	Inchicronan,	14389	Ballanruan, m.	75	–	75	V.T.
,,	–	Do.	14390	Do. f.	–	75	75	V.T.
,,	–	Feakle,	14453	Slieve-an-Oir,	50	50	100	V.T.
,,	45	Kilmihill,	13826	Lackan, m.	150	–	150	V.T.
,,	–	Do.	13827	Do. f.	–	150	150	V.T.
,,	–	Kilmurry Ibricken,	13900	Mullagh, f.	–	75	75	V.T.
,,	–	Kilballyowen,	14111	Cross, m.	100	–	100	V.T.
,,	–	Do.	14112	Do. f.	–	100	100	V.T.
,,	–	Kilchreest,	14196	Island View,	60	60	120	V.T.
,,	–	Killimer,	14203	Killimer, m.	75	–	75	V.C.
,,	–	Do.	14204	Do. f.	–	75	75	V.C.
,,	–	Kilrush,	14213	Scattery Island,	Special	plan for	45	V.T.
,,	–	Inagh,	14440	The Synge,	50	50	100	V.C.
,,	–	Kilmaley,	14468	Kilmaley, m.	75	–	75	V.T.
,,	–	Do.	14469	Do. f.	–	75	75	V.T.
,,	51	Kilmurry,	13942	Kilmurry, m.	60	–	60	V.T.
,,	–	Do.	13943	Do. f.	–	60	60	V.T.
Cork,	55	Drishane,	14350	Mill-street, m.	350	–	350	V.C.
,,	–	Do.	14351	Do. do. (2)				V.C.
,,	56	Dunbulloge,	14042	Carrignavar, f.	–	120	120	V.T.
,,	58	Kilnamanagh,	13987	Cluin, m.	75	–	75	V.C.
,,	–	Do.	13988	Do. f.	–	75	75	V.C.
,,	–	Schull,	14225	Ballydehob, m.	125	–	125	V.T.
,,	–	Do.	14226	Do. f.	–	125	125	V.T.
,,	–	Kilcoe,	14227	Kilcoe, m.	125	–	125	V.C.
,,	–	Do.	14228	Do. f.	–	125	125	V.C.
,,	–	Schull,	14235	Dirreenlamane,	60	60	120	V.T.
,,	–	Kilnocomogue,	14430	Derrycreha,	40	40	80	V.T.
,,	59	Tullagh,	14065	Sherkin, m.	60	–	60	V.C.
,,	–	Kilcoe,	14303	Cape Clear, m.	60	–	60	V.C.
,,	–	Do.	14311	Do f.	–	60	60	V.C.
,,	60	St. Anne's, Shandon,	13712	Blackpool, m.	Special	plan for	500	V.T.
,,	–	Do.	13713	Do. f.				V.T.
,,	–	St. Multose,	14403	St. John's (Kinsale) m.	400	–	400	V.T.
,,	–	Aglish,	14438	Farran, m.	125	–	125	V.T.
,,	–	Do.	14439	Do. f.	–	125	125	V.T.
,,	60A	Marmullane,	14299	St. Mary's, f.	Special	plan for	300	V.T.
,,	–	Caherlag,	14404	Annmount, m.	75	–	75	V.T.
,,	–	Do.	14407	Do. f.	–	75	75	V.T.
Kerry,	39	Castleisland,	14078	Toureenard,	60	60	120	V.C.
,,	54	Do.	14121	Castleisland Convent, inft.	100	100	200	V.T.
,,	–	Ballincuslane,	14366	Loughfonder,	40	40	80	V.C.
,,	–	Ballymacelligott,	14376	Renagown,	30	30	60	V.C.
,,	–	Kilquane,	14480	St. Brendan's,	60	60	120	V.T.
,,	57	Knockane,	11344	Brida, f.	–	60	60	V.T.
,,	–	Dromod,	12121	Derrians,	60	40	100	V.T.
,,	–	Do.	13796	Kilmakerrin, f.	–	80	80	V.T.

II.—List of Two Hundred and Sixty-Six Vested Schools—*continued.*

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			How vested.
					Males.	Females.	Total.	
MUNSTER—*con.*								
Kerry,	57	Kilcrohane,	13973	Glenmore,	40	40	80	V.C.
,,	–	Prior,	14085	Emlaghdrinagh,	40	40	80	V.C.
,,	–	Killarney,	14154	Fairhill, m.	300	–	300	V.C.
,,	–	Kilcrohane,	14183	Farrancaragh,	40	40	80	V.C.
,,	–	Caher,	14330	Camburn,	40	40	80	V.C.
,,	58	Tuosist,	13955	Garranes,	40	40	80	V.C.
Limerick,	46	Grean,	14231	Nicker, m.	150	–	150	V.T.
,,	–	Do.	14232	Do. f.	–	150	150	V.T.
,,	–	Ballylanders,	14305	Ballylanders, m.	125	–	125	V.T.
,,	–	Do.	14306	Do. f.	–	125	125	V.T.
,,	51	Fedamore,	14067	Fedamore, m.	100	–	100	V.T.
,,	–	Do.	14068	Do. f.	–	100	100	V.T.
,,	–	Mungret,	14409	Mungret, m.	100	–	100	V.T.
,,	52	Limerick,	14075	Ardagh, m.	125	–	125	V.T.
,,	–	Do.	14076	Do. f.	–	125	125	V.T.
,,	–	Robertstown,	14101	Borrigone, m.	60	–	60	V.T.
,,	–	Do.	14102	Do. f.	–	60	60	V.T.
Tipperary,	43	Brickendown,	14256	Mocklershill,	60	60	120	V.T.
,,	–	Moyaliffe,	14287	Roskeen,	75	75	150	V.T.
,,	–	Oughterleague,	14426	Knockavilla, m.	75	–	75	V.T.
,,	–	Do.	14427	Do. f.	–	75	75	V.T.
,,	–	Killea,	14460	Killea, m.	60	–	60	V.T.
,,	–	Do.	14461	Do. f.	–	60	60	V.T.
Waterford,	49	Killea,	14200	Killea,	40	40	80	V.C.
LEINSTER.								
Carlow,	44	Ballon,	14125	Ballon, m.	120	–	120	V.T.
,,	47	Cloneygoose,	14029	Ballymartin,	40	40	80	V.C.
,,	–	Old Leighlin,	14186	Ridge,	40	40	80	V.T.
Dublin,	37	Lucan,	13447	Lucan Convent,	Special plan for		400	V.T.
,,	–	St. Catherine's,	14249	St. Kevin's, m.	460	–	460	V.T.
Kildare,	44	Castledermot,	14201	Castledermot, f.	–	150	150	V.T.
Kilkenny,	47	St. Mary's,	13885	Kilkenny Convt., inf.	100	100	200	V.T.
,,	–	Callan,	14275	Callan, m.	120	–	120	V.T.
,,	–	Killaloe,	14395	Ballyline,	40	40	80	V.T.
Longford,	28	Templemichael,	14281	Clonahard,	40	40	80	V.T.
,,	–	Columbkille,	14292	St. Joseph's, m.	60	–	60	V.T.
,,	–	Do.	14293	Do. f.	–	60	60	V.T.
,,	–	Granard,	14300	Killasna,	40	40	80	V.T.
,,	–	Killoe,	14328	Leggah, m.	125	–	125	V.T.
,,	–	Do.	14329	Do. f.	–	125	125	V.T.
,,	–	Ballymacormic,	14386	Stonepark, m.	75	–	75	V.T.
,,	–	Do.	14387	Do. f.	–	75	75	V.T.
,,	–	Cashel,	14435	Carnadough, m.	125	–	125	V.T.
,,	–	Do.	14436	Do. f.	–	125	125	V.T.
,,	–	Killoe,	14472	Ennybegs,	60	60	120	V.T.
Louth,	25	Killasaran,	14207	Killasaran, m.	150	–	150	V.T.
,,	–	Do.	14208	Do. f.	–	150	150	V.T.
,,	–	Clogher,	14252	Callystown, m.	125	–	125	V.T.
,,	–	Do.	14253	Do. f.	–	125	125	V.T.
,,	–	Ballymascanlan,	14327	Faughart,	30	30	60	V.T.

II.—List of Two Hundred and Sixty-six Vested Schools—*continued.*

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			How vested.
					Males.	Females.	Total.	
LEINSTER—*con.*								
Meath,	24	Enniskeen,	14348	Carrickleck,	50	50	100	V.T.
Queen's,	41	Aghaboe,	14388	Grantstown Manor,	50	50	100	V.T.
"	–	Borris,	14158	Maryborough,	50	50	100	V.C.
"	–	Abbeyleix,	14260	Abbeyleix, South,	100	100	200	V.T.
Westmeath,	33	Killucan.	14362	Kinnegad. m.	150	–	150	V.T.
"	–	Do.	14363	Do. f.	–	150	150	V.T.
"	–	St. Feighins,	14450	St. Feighin's, m.	75	–	75	V.T.
"	–	Do.	14451	Do. f.	–	75	75	V.T.
"	41	Kilbeggan,	14491	Kilbeggan Convent,	–	250	250	V.T.
Wexford,	50	Banlow,	14254	Danecastle, m.	100	–	100	V.T.
"	–	Do.	14255	Do. f.	–	100	100	V.T.
"	–	St. Margaret's,	14492	Curracloe,	50	50	100	V.T.
Wicklow,	44	Donaghmore,	14490	Davidstown,	30	30	60	V.T.
CONNAUGHT.								
Galway,	26	Boffin,	14445	Innishark,	30	30	60	V.T.
"	27	Killyan,	14218	Windfield, m.	100	–	100	V.T.
"	–	Do.	14219	Do. f.	–	100	100	V.T.
"	–	Killeroran,	14257	Kilmore,	60	60	120	V.T.
"	–	Buoynagh,	14273	Cashel, m.	100	–	100	V.T.
"	–	Do.	14274	Do. f.	–	100	100	V.T.
"	–	Killyan,	14383	Ballaghlea,	50	50	100	V.T.
"	–	Do.	14508	Cappagh, m.	—	—	—	V.C.
"	32	Boyannagh,	12711	Cashel, m.	75	–	75	V.T.
"	–	Do.	12712	Do. f.	–	75	75	V.T.
"	–	Moylough,	14250	Moylough, m.	150	–	150	V.T.
"	–	Do.	14251	Do. f.	–	150	150	V.T.
"	–	Abbeyknockmoy,	14294	Brierfield, m.	100	–	100	V.T.
"	–	Do.	14295	Do. f.	–	100	100	V.T.
"	34	Kilcummin,	13951	Lettermacoo,	50	50	100	V.T.
"	–	Donaghpatrick,	14278	Knockroone, m.	60	–	60	V.T.
"	–	Do.	14401	Do. f.	–	60	60	V.T.
"	–	Moyrus,	14391	Glynsk,	30	30	60	V.T.
"	–	Ballinakill,	14420	St. Patrick's (Tully),	50	50	100	V.T.
"	–	Moyrus,	14421	Ard, m.	75	–	75	V.T.
"	–	Do.	14422	Do. f.	–	75	75	V.T.
"	–	Killeany,	14448	Cloughanover, m.	75	–	75	V.T.
"	–	Do.	14449	Do. f.	–	75	75	V.T.
"	35	Lickmolassy,	14159	St. Joseph's Convent,	–	200	200	V.T.
"	–	Aughrim,	14423	Aughrim, m.	75	–	75	V.T.
"	–	Do.	14424	Do. f.	–	75	75	V.T.
"	–	Kilconnell,	14377	Kilconnell, m.	75	–	75	V.T.
"	–	Do.	14378	Do. f.	–	75	75	V.T.
"	42	Killeenadeema,	14030	Sonnagh,	30	30	60	V.T.
"	–	Kilbeacanty,	14394	Kilbeacanty, m.	120	–	120	V.T.
"	–	Derrybrien,	14425	Derrybrien,	50	50	100	V.T.
Leitrim,	5	Rossinver,	14501	Rossinver,	40	40	80	V.T.
"	12	Innishmagrath,	13977	Tarmon, m.	75	–	75	V.T.
"	–	Do.	13978	Do. f.	–	75	75	V.T.
"	31	Kiltoghert,	14189	Shasnacurry, m.	60	–	60	V.T.
"	–	Do.	14323	Do. f.	–	60	60	V.T.
"	–	Kiltubride,	14276	Kilclare,	60	60	120	V.T.
"	–	Cloone,	14339	Corduff, m.	100	–	100	V.T.
"	–	Do.,	14340	Do. f.	–	100	100	V.T.
"	–	Drumreilly,	14470	Cornamuckla,	40	40	80	V.T.

II.—List of Two Hundred and Sixty-six Vested Schools—*continued*

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			How vested.
					Males.	Females.	Total.	
CONNAUGHT—*con.*								
Mayo,	20	Kilcasser,	13809	Attymachugh, m.	60	–	60	V.T.
,,	–	Do.	13810	Do. f.	–	60	60	V.T.
,,	–	Kilcommon,	13882	Glenamoy,	60	60	120	V.T.
,,	–	Crossmolina,	13945	Eskeragh,	60	60	120	V.T.
,,	–	Kilcommon,	14188	Barnatra,	75	75	150	V.T.
,,	–	Do.	14193	Doohoma,	60	60	120	V.C.
,,	–	Moygownagh,	14195	Glenmore,	50	50	100	V.T.
,,	–	Kilmore Erris,	14258	Kilmore Erris,	50	50	100	V.T.
,,	–	Doonfeeney,	14290	Ballycastle, m.	75	–	75	V.T.
,,	–	Do.	14291	Do. f.	–	75	75	V.T.
,,	–	Kilgeever,	14331	Bundoragha,	30	30	60	V.T.
,,	–	Crossmolina,	14400	Richmond, m.	100	–	100	V.T.
,,	–	Do.	14402	Do. f.	–	100	100	V.T.
,,	–	Kilgarvin,	14418	Bofield, m.	125	–	125	V.T.
,,	–	Do.	14419	Do. f.	–	125	125	V.T.
,,	26	Burrishoole,	13093	Kilmore, f.	–	75	75	V.C.
,,	–	Rosslee,	13898	Rosslee, m.	100	–	100	V.T.
,,	–	Do.	13899	Do. f.	–	100	100	V.T.
,,	–	Aughaval,	13797	St. Patrick's, Lecanvey,	60	60	120	V.T.
,,	–	Burrishoole,	13865	Rossgaline,	60	60	120	V.T.
,,	–	Aghaval,	13854	St. Brigid's, Derrymore,	30	30	60	V.T.
,,	–	Mayo,	14205	Mayo, m.	125	–	125	V.T.
,,	–	Do.	14206	Do. f.	–	125	125	V.T.
,,	–	Bohola,	14229	Carrowgowan, m.	150	–	150	V.T.
,,	–	Do.	14230	Do. f.	–	150	150	V.T.
,,	–	Islandeady,	14349	Beltra,	40	40	80	V.T.
,,	–	Aglish,	14358	Christchurch, Castlebar,	50	50	100	V.T.
,,	–	Templemore,	14369	Strade, m.	75	–	75	V.T.
,,	–	Do.	14370	Do. f.	–	75	75	V.T.
,,	–	Aglish,	14410	St. Angela's F. Convent, Castlebar,	–	400	400	V.T.
,,	–	Do.	14411	Do. inft.				
,,	–	Islandeady,	14497	St. Patrick's, Curnanool,	50	50	100	V.T.
,,	32	Bekan,	14288	Lurganboy, m.	100	–	100	V.T.
,,	–	Do.	14289	Do. f.	–	–	100	V.T.
,,	–	Annagh,	14301	St. Joseph's, Derrylea, m.	125	–	125	V.T.
,,	–	Do.	14302	Do. f.	–	125	125	V.T.
,,	–	Robeen,	14467	Newbrook,	75	75	150	V.T.
Roscommon,	27	Ballintubber,	14197	Enfield,	40	40	80	V.T.
,,	–	Oran,	14356	Lisaniska, m.	60	–	60	V.T.
,,	–	Do.	14357	Do. f.	–	60	60	V.T.
,,	–	Clooncraff,	14488	Lakeview,	50	50	100	V.T.
,,	28	Kilglass,	14352	Druminardley,	75	75	150	V.T.
,,	35	Creagh,	13919	Creagh, m.	75	–	75	V.T.
,,	–	Do.	13920	Do. f.	–	75	75	V.T.
Sligo,	12	Dromard,	13835	Dromard,	60	60	120	V.T.
,,	–	Ahamlish,	14109	Breaghwy, m.	100	–	100	V.T.
,,	–	Do.	14110	Do. f.	–	100	100	V.T.
,,	–	Kilmacowan,	14441	Kilmacowan, m.	60	–	60	V.T.
,,	–	Do.	14442	Do. f.	–	60	60	V.T.
,,	20	Castleconnor,	14051	Stockane,	60	60	120	V.T.
,,	–	Easkey,	13967	Easkey, m.	75	–	75	V.T.
,,	–	Do.	13968	Do. f.	–	75	75	V.T.
,,	21	Kilmactigue,	14304	Benada, m.	150	–	150	V.T.
,,	22	Toormore,	13993	Keash,	50	50	100	V.T.
,,	–	Kilmacallan,	14113	Glen, m.	75	–	75	V.T.
,,	–	Do.	14114	Do. f.	–	75	75	V.T.
,,	–	Shancough,	14239	Arigna,	40	40	80	V.T.

III.—List of Seventy-three Building Cases brought into operation during the year 1893.

County.	District.	Roll No.	School.	Parish.	How vested	Manager.	Religious Denomination.
Antrim,	4	13785	Tullynamullen,	Connor,	V.T.	Mr. W. Nicholl,	Pres.
Armagh,	11	14060	Derrykerrin,	Drumcree,	V.C.	Rev. W. Maguire,	Meth.
Cavan,	13	13855	Tullinamoile,	Killinagh,	V.T.	Rev. P. Brady, P.P.,	R.C.
,,	23	14073	Castletara,	Castleterra,	V.T.	Rev. C. Farrelly, P.P.,	R.C.
,,	–	14209	Stravicnabo, m.	Lavey,	V.T.	Rev. M. Fitzpatrick, P.P.	R.C.
,,	–	14210	Do. f.	Do.	V.T.	Do.	R.C.
Donegal,	2	14244	St. Patrick's, f.	Desertegney,	V.T.	Right Rev. Monsignor Kearney, P.P., V.G.	R.C.
,,	5	14119	Malinbeg,	Glencolumbkille,	V.T.	Rev. P. M'Devitte, P.P.,	R.C.
Down,	10	14133	St. Joseph's, m.	Holywood,	V.T.	Rev. J. Macaulay, P.P.,	R.C.
,,	–	14134	Do. f.	Do.	V.T.	Do.	R.C.
Londonderry,	2	14214	Cumber Claudy, m.	Cumber, Upper,	V.T.	Rev. E. M'Kenna, P.P.,	R.C.
,,	–	14215	Do. f.	Do.	V.T.	Do.	R.C.
,,	–	14316	St. Columb's, m.	Templemore,	V.T.	Rev. H. M'Menamin, Adm.	R.C.
,,	–	14317	Do. f.	Do.	V.T.	Do.	R.C.
Tyrone,	15	14033	Crosscavanagh (St. Joseph's), m.	Pomeroy,	V.T.	Rev. J. J. M'Cartan, P.P.,	R.C.
,,	14	14184	Ballygawley,	Errigalkeerogue,	V.T.	Rev. B. Daly, P.P.,	R.C.
Cork,	60A	13747	Riverstown, m.	Templeusque,	V.T.	Very Rev. J. Canon Hegarty, P.P.	R.C.
,,	–	13748	Do. f.	Do.	V.T.	Do.	R.C.
,,	55	14052	Kanturk, m.	Clonfert,	V.T.	Very Rev. Canon Dennehy, P.P.	R.C.
,,	–	14053	Do. m. (2)	Do.	V.T.	Do.	R.C.
,,	60	14198	Angel Guardians,	St. Anne's, Shandon.	V.T.	Right Rev. Monsignor Riordan, P.P., V.G.	R.C.
,,	–	14116	Kilbrittain, m.	Rathclarin,	V.C.	Rev. A. Forrest, P.P.,	R.C.
,,	56	14107	Castletownroche, m.	Castletownroche,	V.T.	Rev. Jno. Carver, P.P.,	R.C.
,,	–	14108	Do. f.	Do.	V.T.	Do.	R.C.
,,	60	14237	Trimbath's-lane,	St. Anne's, Shandon.	V.T.	Very Rev. J. Canon O'Mahony, Adm.	R.C.
,,	55	14014	Kingwilliamstown, m.	Nohovaldaly,	V.T.	Rev. D. J. O'Riordan, P.P.	R.C.
,,	–	14015	Do. f.	Do.	V.T.	Do.	R.C.
Kerry,	39	13938	Mein, m.	Brosna,	V.C.	Rev. Jas. Neligan, P.P.,	R.C.
,,	–	13939	Do. f.	Do.	V.C	Do.	R.C.
Limerick,	46	13812	Gurtavalla,	Doon,	V.T.	Rev. P. O'Donnell, P.P.,	R.C.
,,	51	14199	St. John's m. inf. Convent.	St. John's,	V.T.	Rev. G. Quain, Adm.,	R.C.
Tipperary,	46	13847	Hollyford, m.	Toem,	V.T.	Rev. W. J. M'Keogh, P.P.	R.C.
,,	–	13848	Do. f.	Do.	V.T.	Do.	R.C.
Waterford,	49	14099	Abbeyside, m.	Dungarvan,	V.C.	Rev. P. Coffey, P.P.,	R.C.
,,	–	14100	Do. f.	Do.	V.C.	Do.	R.C.
,,	48	14202	Killishal,	Whitechurch,	V.T.	Rev. W. Sheehy, P.P.,	R.C.

III.—List of Seventy-three Building Cases brought into operation during the year 1893—*continued.*

County.	District.	Roll No.	School.	Parish.	How vested	Manager.	Religious Denomination.
Kildare,	44	13373	St. Michael's Convent.	St. Michael's,	V.T	Mrs. Mary Slevin,	R.C.
Kilkenny,	49	14187	Kilmacow, m.	Kilmacow,	V.T.	Rev. Thos. Kennedy, Adm.	R.C.
King's,	36	14222	St. Manchan's,	Leemonaghan,	V.T.	Very Rev. M. Canon Columb, P.P.	R.C.
Longford,	28	13989	Moyne, m.	Dromard,	V.T.	Rev. E. Mahon, P.P.	R.C.
,,	–	13990	Do. f.	Do.	V.T.	Do.	R.C.
,,	–	14220	St. Columbkille's, m.	Columbkille,	V.T.	Rev. J. Sheridan, P.P.,	R.C.
,,	–	14221	Do. f.	Do.	V.T.	Do.	R.C.
Louth,	25	14069	Dundalgan, m.	Dundalk,	V.C.	Rev. J. MacMillan,	Pres.
,,	–	14070	Do. f.	Do.	V.C.	Do.	Pres.
Meath,	33	13965	Ballinacree, m.	Killeagh,	V.T.	Rev. T. M'Cormick, P.P.,	R.C.
,,	–	13966	Do. f.	Do.	V.T.	Do.	R.C.
Queen's,	41	13953	St. Canice's, Borris-in-Ossory. m.	Aghaboe,	V.T.	Rev. P. Meany, P.P.,	R.C.
Westmeath,	33	14185	Knockaville,	Killucan,	V.T.	Rev. M. Fitzsimon, P.P.,	R.C.
Wexford,	50	14117	Raheen,	Newbawn,	V.T.	Rev. J. Doyle, P.P.,	R.C.
Wicklow,	40	13932	Arklow Convent,	Arklow,	V.T.	Rev. J. Dunphy, P.P.,	R.C.
,,	–	14028	Ferrybank,	Kilbride,	V.T.	Rev. Jas. Carson,	Meth.
Galway,	42	13929	Kiltartan,	Kiltartan,	V.T.	Rev. J. A. Fahey, P.P., V.G.	R.C.
,,	34A	14031	Carnaun,	Athenry,	V.T.	Rev. J. Canton, P.P.,	R.C.
,,	34	14233	St. MacDara's, m.	Killannin,	V.T.	Rev. W. Conway, P.P.,	R.C.
,,	–	14234	Do. f.	Do.	V.T.	Do.	R.C.
,,	–	14431*	Do. inf.*	Do.	V.T.	Do.	R.C.
,,	–	13622	Moyrus,	Moyrus,	V.T.	Rev. M. M'Hugh, P.P.,	R.C.
,,	–	13952	Lettercallow,	Killannin,	V.T.	Rev. J. Cassidy, P.P.,	R.C.
Leitrim,	31	13874	Urbal, m.	Drumreilly,	V.T.	Rev. P. Keany, P.P.,	R.C.
,,	–	13875	Do. f.	Do.	V.T.	Do.	R.C.
,,	12	13950	Tullynascreena,	Killenumery,	V.T.	V. Rev. T. Cahill, P.P.,	R.C.
Mayo,	32	14063	Ballinastanford,	Kilcolman,	V.T.	Very Rev. P. Kilkenny, D.D., P.P.	R.C.
,,	26	13773	Facefield, m.	Mayo,	V.T.	Rev. P. Sheridan, P.P.	R.C.
,,	–	13774	Do. f.	Do.	V.T.	Do.	R.C.
,,	20	13982	Massbrook,	Addergoole,	V.T.	Rev. D. O'Donohue, P.P.,	R.C.
,,	26	14064	Killavalla, m.	Ballintubber,	V.T.	Rev. M. O'Connell, P.P.,	R.C.
,,	20	13808	Banagher,	Kilcummin,	V.T.	Rev. H. Conway, P.P.,	R.C.
,,	26	14236	St. Joseph's, Knockrooskey.	Knockrooskey,	V.T.	Rev. P. Flatley, P.P.,	R.C.
,,	32	14115	Koilmore,	Kilcolman,	V.T.	Very Rev. P. Kilkenny, D.D., P.P.	R.C.
Roscommon,	27	14056	Mount Talbot,	Tisrara,	V.T.	Rev. R. Gearty, P.P.,	R.C.
Sligo,	5	13921	Castlegal, f.	Ahamlish,	V.T.	Rev. W. Crofton, P.P.,	R.C.
,,	22	14192	St. James' Well,	Shancough,	V.T.	Rev. P. Filan, P.P.,	R.C.

* Building Grant made and School brought into operation during 1893.

IV.—List of Sixty-five Non-vested Schools taken into connexion during 1893.

County.	District.	Roll No.	School.	Parish.	Manager.	Religious Denomination.
Antrim,	9	14382	Lambeg Village,	Lambeg,	A. A. Richardson, esq.	E.C.
,,	8	14396	Broadway Infant,	Shankill,	J. J. Shillington, esq.,	Meth.
,,	4	14408	Tullymore,	Skerry and Rocavan.	Rev. Thomas Douzer,	E.C.
,,	7	14484	St. Andrew's (Rasharkin).	Rasharkin,	Rev. J. Martin, LL.D.,	E.C.
,,	9	14487	Lower Falls inf.	Shankill,	Rev. W. F. Garstin,	E.C.
,,	3	14499	Ballyveely,	Loughguile,	Rev. F. W. Davis,	E.C.
,,	8	14504	Perth-street,	Shankill,	Rev. J. E. Zippell,	Morav.
Armagh,	11	14374	Water-street,	Drumcree,	Rev. A. Fitzgerald, D.D.,	E.C.
,,	16	14384	Grange,	Grange,	Rev. W. G. Murphy, D.D.,	E.C.
,,	–	14415	Richhill (2),	Richhill,	Rev. William Maguire,	Meth.
,,	–	14447	Ballyargan,	Ballymore,	Rev. Jas. Donnelly, P.P.,	R.C.
,,	15	14505	Clinty Clay,	Killymon,	Right Rev. Monsignor Byrne, P.P., V.G.	R.C.
Donegal,	5	14371	Bundoran Convent,	Innismacsaint,	V. Rev. Canon M'Kenna, P.P.	R.C.
,,	2	14368	St. Eugene's, evg.	Moville, Lower,	Rev. J. O'Kane, C.C.,	R.C.
,,	–	14446	All Saints,	All Saints,	Rev. R. B. Rankin,	E.C.
,,	1	14457	Losset,	Gartan,	Rev. A. M'Nelis, P.P.	R.C.
,,	2	14479	Fahan,	Upper Fahan,	Rev. W. A. Dickson,	E.C.
,,	–	14506	Lower Fahan,	Lower Fahan,	Rev. E. Newland,	E.C.
Down,	10	14373	Dee-street,	Knockbreda,	Rev. J. M'Connell, B.A.,	Pres.
,,	9	14375	Drumbeg,	Drumbeg,	Rev. A. R. Ryder,	E.C.
,,	19	14381	William-srteet,	Newry,	Rev. Pierce Martin,	Meth.
,,	9	14416	Crown,	Knockbreda,	Rev. D. M'Cashin,	R.C.
Londonderry,	7	14393	Coltrim,	Lissan,	Rev. B. Nugent, P.P.,	R.C.
,,	–	14429	Church Hill,	Ballinderry,	Rev. J. G. Whittaker,	Meth.
,,	3	14474	Carn (temporary),	Dungiven,	Rev. E. Loughrey, P.P.,	R.C.
,,	7	14485	Ballybriest,	Lissan,	Rev. George Yeates,	E.C.
Monaghan,	24	14380	Corlea,	Aughnamullen,	Rev. D. B. Knox,	Pres.
,,	18	14434	Tullynageer,	Muckno.	V.Rev. Canon Hoey, P.P.,	R.C.
Tyrone,	14	14372	Clanabogan,	Drumrath,	Rev. W. H. Scott,	E.C.
,,	15	14414	Churchhill (Caledon),	Aghaloo,	Rev. W. B. Armstrong,	E.C.
Clare,	42	14437	Slieve-an-Oir (temp.)	Feakle,	Rev. M. Courtney, P.P.,	R.C.
Cork,	58	14367	Lissacaha,	Schull,	Rev. R. H. Carroll,	E.C.
,,	52	14406	Terretts,	Rathgoggan,	Rev. J. J. Sargint,	E.C.
,,	59	14432	Mardyke,	Abbeystrewry,	Rev. G. M. Clarke,	Meth.
,,	–	14433	Abbeystrewry,	Do.	Rev. Canon Goodman, M.A.	E.C.
,,	58	14459	Lisheencreagh,	Schull,	Rev. Robert Noble,	E.C.
,,	60	14477	Killanully,	Kil'anully,	Rev. A. Irwin,	E.C.
Kerry,	39	14478	Ballyheigue,	Ballyheigue,	Rev. W. Raymond,	E.C.
Tipperary,	43	14413	St. John's,	Clonoulty,	Rev. T. L. O'Flaherty, B.A., M.D.	E.C.
Carlow,	50	14412	Moyacomb,	Moyacomb,	Rev. Jas. F. M. Ffrench,	E.C.
,,	44	14475	Grangeford,	Grangeford,	Michael Nolan, jun., esq.	R.C.
,,	50	14500	Kilbramish,	Barragh,	Rev. J. J. Byrne, P.P.,	R.C.
Dublin,	30	14397	St. Michan's, f. inf.	St. Michan's,	V. Rev. R. F. Conlan, P.P.	R.C.
,,	–	14463	St. Columba's, m.	St. Thomas,	Rev. R. D. Bluett, B.D.,	E.C.
,,	–	14464	,, f.	Do.	Do.,	E.C.
,,	–	14465	,, inf.	Do.	Do.,	E.C.
,,	40	14481	St. Mark's, m.	St. Mark's,	Rev. C. Robinson,	E.C.
,,	–	14482	,, f.	Do.	Do.,	E.C.
,,	–	14483	,, inf.	Do.	Do.,	E.C.

IV.—List of Sixty-five Non-vested Schools taken into connexion during 1892—*continued.*

County.	District.	Roll No.	School.	Parish.	Manager.	Religious Denomination.
Kilkenny,	47	14364	Connahy, f.	Grangemacomb,	Very Rev. R. Canon Hogan, P.P.	R.C.
„	–	14392	Kells,	Kells,	Mrs. Vernon Drapes,	E.C.
„	–	14476	Wandesforde,	Castlecomer,	Rev. W. D. Austin,	E.C.
„	43	14507	Tubrid,	Clomantagh,	Rev. E. Poole,	E.C.
King's,	41	14428	Liss,	Lemanaghan,	Rev. G. A. Nicholls, M.A.	E.C.
„	–	14466	Cloneyhurke,	Cloneyhurke,	Rev. R. Burke, P.P.,	R.C.
Louth,	25	14462	Fieldstown, f.	Drumshallon,	Rev. T. Cassidy, P.P.,	R.C.
Queen's,	41	14385	Clonaslie (2),	Clonaslie,	Rev. H. B. Hewson, M.A.	E.C.
„	44	14486	Timahoe, f.	Fossey,	Rev. M. Brennan, P.P.,	R.C.
Wicklow,	40	14398	Wicklow (2),	Rathnew,	Rev. H. Canon Rooke,	E.C.
„	–	14473	Sheana,	Ballykine,	Rev. Wm. Jeffares,	E.C.
Galway,	34	14498	Dynish Island,	Kilcummin,	Rev. W. Conway, P.P.,	R.C.
Leitrim,	31	14494	St. Mary's, Carrick-on-Shan. (Monastery).	Carrick-on-Shan.	Very Rev. J. Canon Hoare, P.P.	R.C.
Mayo,	26	14405	Buadoragha,	Kilgeever,	Rev. M. Farraher, C.C.,	R.C.
„	–	14493	Tourmakeady,	Ballyovie,	Rev. T. Miller,	E.C.
Sligo,	12	14456	St. Vincent's, f. Convt.	St. John's,	Mrs. Teresa Carr,	R.C.

V.—General Summary of Operation, Building, and Suspended Schools in connexion on 31st December, 1893.

County.	Operation Schools.	Building Schools.	Suspended Schools.*	Total.	County.	Operation Schools.	Building Schools.	Suspended Schools.*	Total.
Antrim,	669	4	4	677	Kildare,	108	1	4	113
Armagh,	270	8	–	278	Kilkenny,	187	3	6	196
Cavan,	294	12	12	318	King's,	121	–	3	124
Donegal,	421	13	3	437	Longford,	111	11	1	123
Down,	478	6	2	486	Louth,	105	5	3	113
Fermanagh,	178	1	3	182	Meath,	181	1	9	191
Londonderry,	296	7	3	306	Queen's,	125	3	1	129
Monaghan,	188	1	5	194	Westmeath,	132	5	5	142
Tyrone,	377	5	13	395	Wexford,	163	3	6	172
Clare,	249	20	7	276	Wicklow,	121	1	1	123
Cork,	755	22	18	795	Galway,	416	31	12	459
Kerry,	353	14	16	383	Leitrim,	201	9	–	210
Limerick,	262	11	3	276	Mayo,	404	37	6	447
Tipperary,	320	6	5	331	Roscommon,	239	7	2	248
Waterford,	137	1	4	142	Sligo,	209	13	1	223
Carlow,	80	3	–	83					
Dublin,	309	2	3	314	Total,	8,45	266	161	8,886

* Including amalgamated Model School Departments.

VI.—List of Ninety-six Schools, to which Building Grants have been made during 1893.

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			How vested.
					Males.	Females.	Total.	
Antrim,	4	Drummane,	14443	Randalstown, m.	60	–	60	V.T.
,,	–	Do.	14444	Do. f.	–	60	60	V.T.
Armagh,	16	Creggan,	14495	Cullyhanna, m.	75	–	75	V.T.
,,	–	Do.	14496	Do. f.	–	75	75	V.T.
Cavan,	23	Annacliffe,	14399	Kilgarry	60	60	120	V.T.
,,	31	Kinawley,	14471	Tiercahan,	50	50	100	V.T.
Donegal,	2	Moville, Lower,	14353	Moville, m.	150	–	150	V.T.
,,	–	Donagh,	14359	St. Patrick's, m.	60	–	60	V.T.
,,	1	Templecrone,	14365	Mullaghduff,	60	60	120	V.T.
,,	5	Inver,	14379	Drumnaherk,	60	60	120	V.T.
,,	–	Drumhouse,	14452	Laghey,	40	40	80	V.T.
,,	1	Tullaghobegly,	14502	Derrybeg, m.	75	–	75	V.C.
,,	–	Do.	14503	Do. f.	–	75	75	V.C.
Down,	10	Down,	14354	Portavogie, m.	75	–	75	V.T.
,,	–	Do.	14355	Do. f.	–	75	75	V.T.
,,	–	Greyabbey,	14417	Ballyboley,	60	60	120	V.C.
Londonderry,	2	Learmount,	14360	Kilgort, m.	60	–	60	V.T.
,,	–	Do.	14361	Do. f.	–	60	60	V.T.
,,	3	Termoyle,	14454	Ballinrees,	40	40	80	V.C.
Tyrone,	15	Pomeroy,	14455	Kerrib,	60	60	120	V.T.
,,	–	Drumglass,	14458	St. Patrick's Convent,	Special	plan for	450	V.T.
,,	14	Donacavey,	14489	Aughafad,	40	40	80	V.C.
Clare,	42	Inchicronan,	14389	Ballanruan, m.	75	–	75	V.T.
,,	–	Do.	14390	Do. f.	–	75	75	V.T.
,,	45	Inagh,	14440	The Synge,	50	50	100	V.C.
,,	42	Feakle,	14453	Slieve an Oir,	50	50	100	V.T.
,,	45	Kilmaley,	14468	Kilmaley, m.	75	–	75	V.T.
,,	–	Do.	14469	Do. f.	–	75	75	V.T.
Cork,	55	Drishane,	14350	Millstreet, m.	350	–	350	V.C.
,,	–	Do.	14351	Do. (2)				V.C.
,,	60	St. Multose,	14403	St. John's (Kinsale), m.	400	–	400	V.T.
,,	60A	Caherlag,	14404	Annmount, m.	75	–	75	V.T.
,,	–	Do.	14407	Do. f.	–	75	75	V.T.
,,	58	Kilmocomogue,	14430	Derrycreha,	40	40	80	V.T.
,,	60	Aglish,	14438	Farran, m.	125	–	125	V.T.
,,	–	Do.	14439	Do. f.	–	125	125	V.T.
Kerry,	54	Ballincuslane,	14366	Loughfouder,	40	40	80	V.C.
,,	–	Ballymacelligott,	14376	Renagown,	30	30	60	V.C.
,,	–	Kilquane,	14480	St. Brendan's,	60	60	120	V.T.
Limerick,	51	Mungret,	14409	Mungret, m.	100	–	100	V.T.
Tipperary,	43	Oughterleague,	14426	Knockavilla, m.	75	–	75	V.T.
,,	–	Do.	14427	Do. f.	–	75	75	V.T.
,,	–	Killea,	14460	Killea, m.	60	–	60	V.T.
,,	–	Do.	14461	Do. f.	–	60	60	V.T.
Kilkenny,	47	Killaloe,	14395	Ballyline,	40	40	80	V.T.
Longford	28	Ballymacormic,	14386	Stonepark, m.	75	–	75	V.T.
,,	–	Do.	14387	Do. f.	–	75	75	V.T.
,,	–	Cashel,	14435	Carnadough, m.	125	–	125	V.T.
,,	–	Do.	14436	Do. f.	–	125	125	V.T.
,,	–	Killoe,	14472	Ennybegs,	60	60	120	V.T.

VI.—List of Ninety-six Schools, to which Building Grants have been made during 1893—*continued.*

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			How vested.
					Males.	Females.	Total.	
Meath,	24	Enniskeen,	14348	Carrickleck,	50	50	100	V.T.
Queen's,	41	Aghaboe,	14388	Grantstown Manor,	50	50	100	V.T.
Westmeath,	33	Killucan,	14362	Kinnegad, m.	150	–	150	V.T.
,,	–	Do.	14363	Do. f.	–	150	150	V.T.
,,	–	St. Feighin's,	14450	St. Feighin's, m.	75	–	75	V.T.
,,	–	Do.	14451	Do. f.	–	75	75	V.T.
,,	41	Kilbeggan,	14491	Kilbeggan Convent,	–	250	250	V.T.
Wexford,	50	St. Margaret's,	14492	Curracloe,	50	50	100	V.T.
Wicklow,	44	Donaghmore,	14490	Davidstown,	30	30	60	V.T.
Galway,	35	Kilconnell,	14377	Kilconnell, m.	75	–	75	V.T.
,,	–	Do.	14378	Do. f.	–	75	75	V.T.
,,	27	Killyan,	14383	Ballaghlea,	50	50	100	V.T.
,,	34	Moyrus,	14391	Glynsk,	30	30	60	V.T.
,,	42	Kilbeacanty,	14394	Kilbeacanty, m.	120	–	120	V.T.
,,	34	Donaghpatrick,	14401	Knockroone, f.	–	60	60	V.T.
,,	–	Ballinakill,	14420	St. Patrick's (Tully),	50	50	100	V.T.
,,	–	Moyrus,	14421	Ard, m.	75	–	75	V.T.
,,	–	Do.	14422	Do. f.	–	75	75	V.T.
,,	35	Aughrim,	14423	Aughrim, m.	75	–	75	V.T.
,,	–	Do.	14424	Do. f.	–	75	75	V.T.
,,	42	Derrybrien,	14425	Derrybrien,	50	50	100	V.T.
,,	34	Kilcummin,	14431	St. MacDara's, inf.*	Part of Plan for	Special	400	V.T.
,,	26	Boffin,	14445	Innishark,	30	30	60	V.T.
,,	34	Killeaney,	14448	Cloughanover, m.	75	–	75	V.T.
,,	–	Do.	14449	Do. f.	–	75	75	V.T.
,,	27	Killyan,	14508	Cappagh, m.	–	–	–	V.C.
Leitrim,	31	Drumreilly,	14470	Cornamuckla,	40	40	80	V.T.
,,	5	Rossinver,	14501	Rossinver,	40	40	80	V.T.
Mayo,	26	Islandeady,	14349	Beltra,	40	40	80	V.T.
,,	–	Aglish,	14368	Christchurch(Castlebar),	50	50	100	V.T.
,,	–	Templemore,	14369	Strade, m.	75	–	75	V.T.
,,	–	Do.	14370	Do. f.	–	75	75	V.T.
,,	20	Crossmolina,	14400	Richmond, m.	100	–	100	V.T.
,,	–	Do.	14402	Do. f.	–	100	100	V.T.
,,	26	Aglish,	14410	St. Angela's F. Convent (Castlebar),	–	400	400	V.T.
,,	–	Do.	14411	Do. inf. do.	–			
,,	20	Kilgarvin,	14418	Bofield, m.	125	–	125	V.T.
,,	–	Do.	14419	Do. f.	–	125	125	V.T.
,,	32	Robeen,	14467	Newbrook,	75	75	150	V.T.
,,	26	Islandeady,	14497	St. Patrick's (Curnanool),	50	50	100	V.T.
Roscommon,	28	Kilglass,	14352	Druminardly,	75	75	150	V.T.
,,	27	Oran,	14356	Lisaniska, m.	60	–	60	V.T.
,,	–	Do.	14357	Do. f.	–	60	60	V.T.
,,	–	Clooncraff,	14488	Lakeview,	50	50	100	V.T.
Sligo,	12	Kilmacowen,	14441	Kilmacowen, m.	60	–	60	V.T.
,,	–	Do.	14442	Do. f.	–	60	60	V.T.

* Building Grant made and School brought into operation during 1893.

VII.—List of Eleven Struck-off Schools restored to Roll during 1893.

County.	Dist.	Roll No.	School.	Parish.
Cavan, . .	31	12929	Golagh,* . . .	Templeport.
,, . .	24	10554	Tullinchion,* . . .	Drumgoon.
Down, . .	9	2560	Ballykeel, Ednagonnell,* .	Hillsboro'.
, . .	19	7894	Brague,*	Aghaderg.
,, . .	17	7179	Drumaness,* . . .	Magheradroll.
Fermanagh, . .	13	11148	Carrickapolin, . . .	Aghalurcher.
,, . .	,,	12491	Mullaghy,* . . .	Cleenish.
,, . .	,,	7257	Derryginnedy,* . .	Galloon.
Londonderry, .	2A	8255	Oghill,* . , . .	Cumber Lower.
,, . .	7	292	Ballymulderg,* . . .	Ardtrea.
Wicklow, .	44	11888	Stratford Lodge,* . .	Baltinglass.

* School struck off and restored to Roll during 1893.

VIII.—List of Four Suspended Schools re-opened during 1893.

County.	Dist.	Roll No.	School.	Parish.	How vested.
Londonderry, .	3	2601	Killure, ...	Macosquin, . .	V.C.
Do. . .	,,	8527	Mullahinch, . . .	Aghadowey, . .	V.C.
Cork, . .	52	8893	Tourard,* . . m.	Clonfert, . .	V.T.
Kerry, . .	39	10546	Rathmorell,* . . f.	Killury, . .	V.T.

* School placed on Suspended List and re-opened during 1893.

IX.—List of Six Schools placed on Suspended List during 1893.

County.	Dist.	Roll No.	School.	How vested.	Parish.	Reason for placing School on Suspended List.
Tyrone. .	15	1142	Altmore, . m.	V.C.	Pomeroy, .	Average insufficient.
Cork, .	52	8893	Tourard, . mf.	V.T.	Clonfert, . .	Average insufficient.
,, . .	55	9244	Kingwilliamstown, m.	V.T	Nohovaldaly, .	Superseded by 14014–5,* Kingwilliamstown M. & F. V. School.
,, . .	,,	9245	Do . f.	V.T.	Do. . .	
Kerry, .	39	10546	Rathmorell, . ft.	V.T.	Killury, . .	Amalgamated with 10545, Rathmorell M. V. school.
Westmeath,	41	12906	Rahugh, . f.	V.T.	Rahugh. . .	Average insufficient.

* The letter "V" signifies Vested. † Subsequently re-opened during 1893.

X.—List of Ninety-one Non-vested Schools struck off the Rolls during 1893.

County.	District.	Roll No.	School.	Parish.	Reason for striking School off Roll.
Antrim,	9	9165	Welsh-street,	Shankill,	Average insufficient.
,,	4	2590	Tullynamullen,	Connor,	Superseded by 13785, Tullynamullen V.* School.
Armagh,	11	9355	Derrykerrin,	Drumcree,	Superseded by 14060, Derrykerrin V. School.
Cavan,	31	12929	Goolagh,†	Templeport,	Average insufficient.
,,	24	10554	Tullinchion,†	Drumgoon,	,,
,,	13	4685	Tullinamoile,	Killinagh,	Superseded by 13855, Tullinamoile V. School.
,,	23	3710	Castletara,	Castleterra,	,, 14073, Castletara V. School.
,,	24	7621	Lattyloo,	Drumgood,	Average insufficient.
,,	23	5581	Drumnaveigh,	Lavey,	Superseded by 14209-10, Stravicnabo M. and F. V. Schools.
Donegal,	5	11555	Bundoran, f.	Innismacsaint,	Amalgamated with 11554, Bundoran M.
,,	–	9207	Rock of Bundoran.	,,	No longer required.
,,	–	7892	Malinbeg,	Glencolumbkille,	Superseded by 14119, Malinbeg V. School.
,,	2	10579	Sheriff's Mountain.	Templemore,	Average insufficient.
Down,	17	7179	Drumaness,†	Magheradroll,	Average insufficient.
,,	9	10641	Newtownbreda,m.	Knockbreda,	,,
,,	–	2560	Ballykeel, Ednagonnell.	Hillsborough,	,,
,,	19	7894	Brague,†	Aghaderg,	,,
Fermanagh,	13	9624	Carrickaheenan,	Enniskillen,	Average insufficient.
,,	–	7257	Derryginnedy, †	Galloon,	,,
,,	–	12491	Mullaghy,†	Cleenish,	,,
,,	–	13314	Eden-street,	Enniskillen,	Permanently closed.
Londonderry,	2A	8255	Oghill,†	Cumber, Lower,	Average insufficient.
,,	–	8281	Ervey,	,,	,,
,,	2	13760	Creggan, f.	Templemore,	,,
,,	7	292	Ballymulderg(1)†	Ardtrea,	Teacher inefficient.
,,	2A	10804	Carnmoney, f.	Faughanvale,	Amalgamated with 10803, Carnmoney M.
,,	2	324	St. Columb's, m.	Templemore,	Superseded by 14316-7, St. Columb's M. and F. V. Schools.
,,	–	325	,, f.	,,	
Monaghan,	18	10430	Corravacan, f.	Ematris,	Amalgamated with 10429, Corravacan M.
Tyrone,	15	8232	Gortnaglush,	Donaghmore,	Average insufficient.
,,	–	6765	Dernaseer,	Pomeroy,	Superseded by 14033-4, Crosscavanagh M. and F. V. Schools.
,,	–	10410	Moree,	Desertcrean,	Closed.
,,	14	3802	Minegar,	Barr,	House burnt. Average insufficient.
,,	–	2954	Ballygawley,	Errigalkeerogue,	Superseded by 14184, Ballygawley V. School.
Cork,	60A	5187	Riverstown, m.	Templeusque,	Superseded by 13747-8, Riverstown M. and F. V. Schools.
,,	–	5709	,, f.	,,	
,,	55	1768	Kanturk, m.	Clonfert,	Superseded by 14052-3, Kanturk M. and M. No. (2) V. Schools.
,,	–	1953	,, f.	,,	
,,	60	9920	Angel Guardians,	St. Anne's, Shandon.	Superseded by 14198, Angel Guardians V. School.
,,	59	8478	Coppeen, m.	Kimnagh,	Manager failed to furnish returns.
,,	60	5854	Kilbrittain, m.	Rathclarin,	Superseded by 14116, Kilbritain M. V. School.
,,	56	2045	Castletownroche, m.	Castletownroche,	Superseded by 14107-8, Castletownroche M. and F. V. Schools.
,,	–	2470	,, f.	,,	
,,	60	8259	St. Nicholas, m. inf.	St. Nicholas,	Permanently closed.

* The letter "V" signifies Vested. † Subsequently restored to Roll during 1893.

X.—List of Ninety-one Non-vested Schools struck off the Rolls during 1893—*continued.*

County.	District.	Roll No.	School.	Parish.	Reason for striking School off Roll.
Limerick,	46	9347	Gurtavalla,	Doon,	Superseded by 13812, Gurtavalla V. School.
Tipperary,	53	13231	Cloneen, f.	Cloneen,	Average insufficient.
,,	46	592	Hollyford, m.	Toem,	Superseded by 13847–8, Hollyford M. and F. V. Schools.
,,	–	13841	,, f.	,,	
Waterford,	48	8125	Killishal	Whitechurch,	Superseded by 14202, Killishal V. School.
Dublin,	30	6512	Josephian, f. evg.	St. George,	Average of externs insufficient.
Kildare,	44	4997	Athy, Convent,	St. Michael's,	Superseded by 13373, St. Michael's Convent V. School.
Kilkenny,	49	7259	Kilmacow, m.	Kilmacow,	Superseded by 14187, Kilmacow M. V. School.
,,	44	5199	Colliery, f.	Castlecomer,	Amalgamated with 5198, Colliery M.
Longford,	28	7643	Monadarragh, f.	Mostrim,	Average insufficient. Amalgamated with 7642, Monadarragh M.
,,	–	859	Moyne,	Dromard,	Superseded by 13989–90, Moyne M. and F. V. Schools.
	–	5915	Columbkille, m.	Columbkille,	Superseded by 14220–1, St. Columbkille's M. and F. V. Schools.
,	–	7071	,, f.	,,	
Louth,	25	9136	Jocelyn-street,	Dundalk,	Superseded by 14069–70, Dundalgan M. and F. V. Schools.
Meath,	24	9598	Edengorra, f.	Kilmainham Wood.	Average insufficient.
,,	25	3340	Drogheda, P.L.U.	St. Mary's,	Closed.
,,	33	9396	Ballinacree,	Killeagh,	Superseded by 13965–6, Ballinacree M. and F. V. Schools.
,,	29	11040	Kilbeg, f.	Kilbeg,	Average insufficient.
Queen's Co.	41	2280	Borris-in-Ossory, m.	Aghaboe,	Superseded by 13953, St. Canice's M. V. School.
Westmeath,	33	3244	Lacken & Leney, m.	Lacken,	Inoperative.
,,	–	4397	Knockaville,	Killucan,	Superseded by 14185, Knockaville V. School
,,	–	5964	Ardnagrath, f.	Drumraney,	Average insufficient.
Wexford,	50	2257	Raheen,	Newbawn,	Superseded by 14117, Raheen V. School.
Wicklow,	44	11888	Stratford Lodge,†	Baltinglass,	Suitable premises not provided.
,,	40	12247	Ferrybank,	Kilbride,	Superseded by 14028, Ferrybank V. School.
,,	–	2277	Arklow Convent,	Arklow,	Superseded by 13932, Arklow Convent V. School.
,,	–	13842	,, inft.	,,	
Galway,	42	8906	Kiltartan,	Kiltartan,	Superseded by 13927, Kiltartan V School.
,,	35	8943	Tynascragh, f.	Tynascragh,	Average insufficient.
,,	34	9252	Killeen,	Killannin,	Superseded by 14233–4, St. MacDara's M. and F. V. Schools.
,,	–	13548	,, inft.	,,	Superseded by 14431, St. MacDara's Inft. V. School.
,,	–	12245	Letterard,	Moyrus,	Superseded by 13622, Moyrus V. School.
,,	–	13044	Lettercallow,	Killannin,	Superseded by 13952, Lettercallow V. School.

X.—List of Ninety-one Non-vested Schools struck off the Rolls during 1893—*continued.*

County.	District.	Roll No.	School.	Parish.	Reason for striking School off Roll.
Leitrim,	31	4691	Urbal, m.	Drumreilly,	Superseded by 13874-5, Urbal M. and F. V. Schools.
„	–	6270	„ f.	„	
„	–	4516	Carrigallen,	Carrigallen,	Inoperative.
Mayo,	26	9255	Facefield,	Mayo,	Superseded by 13773-4, Facefield M. and F. V. Schools.
„	–	12174	Innislyre Island,	Kilmeena,	Permanently closed.
„	20	4944	Massbrook,	Addergoole,	Superseded by 13982, Massbrook V. School.
„	26	6020	Killavalla, m.	Ballintubber,	„ 14064, Killavalla M. V. School.
„	20	9736	Banagher,	Kilcummin,	„ 13808, Banagher V. School.
„	26	6796	St. Joseph's,	Knockrooskey,	„ 14236, St. Joseph's V. School.
„	32	11858	Koilmore,	Kilcolman,	„ 14115, Koilmore, V. School.
Roscommon,	27	8041	Mount Talbot,	Tisrara,	Superseded by 14056, Mount Talbot V. School.
Sligo,	12	9032	Sligo Lunatic Asylum.	Kilmacshalgan,	Discontinued.
„	5	6103	Castlegal, f.	Ahamlish,	Superseded by 13921, Castlegal F. V. School.
„	22	5217	St. James' Well,	Shancough,	Superseded by 14192, St. James' Well V. School.

XI.—List of Five Building Grants cancelled during 1893.

County.	District.	Roll No.	School.	Parish.	How vested
Cavan,	23	13523	Belturbet Convent,	Annagh,	V.T.
Down,	19	14190	St. Joseph's,	Newry,	V.T.
Fermanagh,	6	14280	Clonelly,	Drumkeeran,	V.C.
Tyrone,	15	13474	Galbally, m.	Pomeroy,	V.T.
„	–	13475	Do. f.	„	V.T.

XII.—List of Three Cancelled Building Grants restored to Roll during 1893.

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			How vested.
					Males.	Females.	Total.	
Kerry,	58	Tuosist,	13955	Garranes,	40	40	80	V.C.
Sligo,	20	Easkey,	13967	Easkey, m.	75	–	75	V.T.
„	–	„	13968	„ f.	–	75	75	V.T.

APPENDIX H.

I. (*a.*)—List of One Hundred and Fifty-five Workhouse Schools in connexion on 31st December, 1893, with the Total Number of Pupils on Rolls and the Average Daily Attendance of Pupils, as returned for the Year ended 31st December, 1893.

District.	Roll No.	County and School.	Total No. of Pupils on Rolls.	Average Attendance.
		Antrim.		
3	3680	Ballymoney,	30	20
4	3652	Ballycastle,	17	9
–	3843	Ballymena,	56	24
8	8781	Lisburn,	37	15
8A	3653	Larne,	47	28
–	6314	Antrim,	46	25
9	3048	Belfast,	682	199
	7	Total,	915	320
		Armagh.		
11	11300	Lurgan,	55	14
16	10412	Armagh,	51	23
19	10280	Newry,	32	10
	3	Total,	138	47
		Cavan.		
23	3420	Cavan,	52	30
24	3447	Bailieborough,	22	12
–	3644	Cootehill,	26	7
31	6910	Bawnboy,	16	12
	4	Total,	116	61
		Donegal.		
1	4932	Milford,	26	10
–	4975	Letterkenny,	5	5
–	7714	Glenties,	13	8
2	3863	Innishowen,	20	7
5	4313	Donegal,	15	9
–	4339	Ballyshannon,	25	16
6	13754	Stranorlar,	17	14
	7	Total,	121	69
		Down.		
10	3350	Newtownards,	54	32
11	3068	Banbridge,	17	13
17	10870	Downpatrick,	29	18
19	11820	Kilkeel,	20	15
	4	Total,	120	78
		Fermanagh.		
13	10795	Enniskillen,	57	30
–	11366	Lisnaskea,	14	12
14	11404	Irvinestown,	19	12
	3	Total,	90	54
		Londonderry.		
2	3881	Londonderry,	54	22
2A	9587	Limavady,	100	64
3	3381	Coleraine,	43	26
7	10525	Magherafelt,	50	25
	4	Total,	247	137
		Monaghan.		
18	3388	Monaghan,	17	12
–	7812	Clones,	13	12
–	7884	Castleblayney,	40	19
24	3668	Carrickmacross,	37	26
	4	Total,	107	69
		Tyrone.		
6	3039	Castlederg,	6	2
–	6315	Strabane,	47	5
14	6316	Omagh,	38	11
–	11354	Clogher,	23	6
15	5074	Cookstown,	26	11
–	9522	Dungannon,	25	2
	6	Total,	165	37
		Clare.		
42	3408	Scariff,	14	9
–	3534	Ennistymon,	40	26
–	6130	Tulla,	20	13
–	6359	Ballyvaughan,	17	11
–	6595	Corofin,	17	15
45	3288	Ennis,	141	106
–	3489	Kilrush,	66	42
–	6224	Killadysert,	27	20
	8	Total,	342	242
		Cork.		
48	3167	Midleton,	52	35
–	6121	Youghal,	55	25
55	3923	Kanturk,	74	49
–	4896	Macroom,	38	23
–	6012	Millstreet,	40	32
56	3242	Fermoy,	42	21
–	3651	Mallow,	52	19
–	6216	Mitchelstown,	38	24

WORKHOUSE SCHOOLS—*continued.*

District.	Roll No.	County and School.	Total No. of Pupils on Rolls.	Average Attendance
		CORK—*continued.*		
58	4411	Bantry,	22	23
–	5993	Castletown,	19	10
–	6140	Schull,	6	4
59	3417	Skibbereen,	38	26
–	3565	Dunmanway,	26	16
–	6949	Clonakilty,	46	33
60	3545	Cork,	514	247
–	4925	Kinsale,	21	14
–	6123	Bandon,	39	21
	17	Total,	1,122	622
		KERRY.		
39	4314	Listowel,	39	48
54	3860	Tralee,	65	60
–	5324	Dingle,	20	22
57	4340	Killarney,	44	58
–	4996	Caherciveen,	10	11
58	4670	Kenmare,	8	15
	6	Total,	186	214
		LIMERICK.		
46	3066	Kilmallock,	101	55
51	5058	Limerick,	325	193
52	3040	Newcastle,	51	29
–	3415	Rathkeale,	58	25
–	6013	Croom,	36	23
	5	Total,	571	325
		TIPPERARY.		
36	3414	Roscrea,	41	26
–	3519	Nenagh,	40	19
–	9031	Borrisokane,	15	9
43	3647	Thurles,	63	38
46	3142	Tipperary,	131	71
53	3363	Cashel,	68	40
–	3445	Clogheen,	53	31
–	3546	Carrick-on-Suir,	64	36
–	12363	Clonmel,	53	24
	9	Total,	528	294
		WATERFORD.		
48	3418	Lismore,	27	22
49	12220	Dungarvan,	64	42
–	3826	Waterford,	191	98
–	6745	Kilmacthomas,	33	17
	4	Total,	315	179

District.	Roll No.	County and School.	Total No. of Pupils on Rolls.	Average Attendance
		CARLOW.		
44	11154	Carlow,	65	37
	1	Total,	65	37
		DUBLIN.		
30	3144	Balrothery,	21	14
–	7187	Dublin, North,	572	322
40	3265	Rathdown,	118	73
	3	Total,	711	409
		KILDARE.		
37	3155	Naas,	50	29
–	8534	Celbridge,	31	22
44	3862	Athy,	56	20
	3	Total,	137	71
		KILKENNY.		
43	6625	Urlingford,	32	19
47	6947	Castlecomer,	30	22
–	3378	Callan,	46	32
–	3507	Kilkenny,	125	53
–	6278	Thomastown,	46	34
	5	Total,	279	160
		KING'S.		
36	7989	Parsonstown,	37	21
41	3364	Edenderry,	23	7
–	3446	Tullamore,	44	30
	3	Total,	104	58
		LONGFORD.		
28	3368	Longford,	65	39
–	3566	Granard,	37	27
33	6811	Ballymahon,	24	17
	3	Total,	126	83
		LOUTH.		
25	3377	Dundalk,	60	30
–	3382	Ardee,	40	19
	2	Total,	100	49

WORKHOUSE SCHOOLS—*continued.*

District.	Roll No.	County and School.	Total No. of Pupils on Rolls.	Average Attendance
		MEATH.		
29	3410	Kells, . .	15	4
–	3544	Oldcastle, . .	32	14
–	14036	Trim District, m.	100	75
–	14106	Do., f.	111	84
	4	Total, . .	258	177
		QUEEN'S.		
41	4315	Mountmellick, .	44	21
–	10810	Abbeyleix, .	37	32
	2	Total, . .	81	53
		WESTMEATH.		
33	3650	Mullingar. .	39	22
–	6866	Delvin, . .	33	24
35	3274	Athlone, . .	70	48
	3	Total, . .	142	94
		WEXFORD.		
49	3520	New Ross, .	128	65
50	3508	Wexford, . .	72	39
–	5674	Enniscorthy, .	79	48
–	10954	Gorey, . .	41	20
	4	Total, . .	320	172
		WICKLOW.		
40	3383	Rathdrum, .	47	22
–	3879	Shillelagh, .	28	22
44	11180	Baltinglass, .	30	16
	3	Total, . .	105	60
		GALWAY.		
27	6733	Glenamaddy, .	13	9
32	5446	Tuam, . .	37	23
34	3365	Galway, . .	98	52
–	5323	Clifden, . .	12	9
–	5992	Oughterard, .	11	11
35	3366	Loughrea, .	25	20
–	6568	Mountbellew, .	13	12
–	6734	Portumna, .	22	15
–	7019	Ballinasloe, .	68	33
42	3379	Gort, . .	29	19
	10	Total, . .	328	203
		LEITRIM.		
12	3669	Manorhamilton, .	37	27
28	3419	Mohill, . .	42	27
31	3533	Car.-on-Shannon,	58	34
	3	Total, . .	137	88
		MAYO.		
20	3859	Ballina. . .	60	38
–	8474	Belmullet, .	16	9
–	9221	Killala, . .	3	2
21	4895	Swineford, .	34	23
26	4253	Castlebar, . .	20	15
–	4727	Westport, . .	22	15
32	5117	Ballinrobe, .	38	25
–	6143	Claremorris, .	27	12
	8	Total, . .	220	139
		ROSCOMMON.		
22	3289	Boyle, . .	46	24
27	3878	Roscommon, .	68	37
–	4933	Castlerea, . .	48	34
–	6122	Strokestown, .	22	16
	4	Total, . .	184	111
		SLIGO.		
12	3339	Sligo, . .	49	31
20	6500	Dromore West, .	10	9
21	8219	Tobercurry, .	27	19
	3	Total, . .	86	59

[SUMMARY

SUMMARY of WORKHOUSE SCHOOLS in CONNEXION.

No. of Schools.	County.	Total No. of Pupils on Rolls.	Average Attendance.	No. of Schools.	County.	Total No. of Pupils on Rolls.	Average Attendance
7	Antrim,	915	320	3	King's,	104	58
3	Armagh,	138	47	3	Longford,	126	83
4	Cavan,	116	61	2	Louth,	100	49
7	Donegal,	121	69	4	Meath,	258	177
4	Down,	120	78	2	Queen's,	81	53
3	Fermanagh,	90	54	3	Westmeath,	142	94
4	Londonderry,	247	137	4	Wexford,	320	172
4	Monaghan,	107	69	3	Wicklow,	105	60
6	Tyrone,	165	81				
				36	Total for Leinster,	2,428	1,423
42	Total for Ulster,	2,019	916				
				10	Galway,	328	203
8	Clare,	342	242	3	Leitrim,	137	88
17	Cork,	1,122	622	8	Mayo,	220	139
6	Kerry,	377	214	4	Roscommon,	184	111
5	Limerick,	571	325	3	Sligo,	86	59
9	Tipperary,	528	294				
4	Waterford,	315	179	28	Total for Connaught,	955	600
49	Total for Munster,	3,255	1,876	42	Schools in Ulster,	2,019	916
				49	,, in Munster,	3,255	1,876
1	Carlow,	65	37	36	,, in Leinster,	2,428	1,423
3	Dublin,	711	409	28	,, in Connaught,	955	600
3	Kildare,	137	71				
5	Kilkenny,	279	160	155	Gross Total,	8,657	4,815

I. (*b.*)—The number of TEACHERS employed in these SCHOOLS on 31st December, 1893, according to the Returns received from the different Clerks of Unions is set forth in the following Table:—

Class.	Principals.		Assistants.		Total.		Total.
	Males.	Females.	Males.	Females.	Males.	Females.	
Unclassed,	3	11	.	4	3	15	18
3^2,	5	4	1	4	6	8	14
3^1,	50	83	8	10	58	93	151
2^2,	2	6	2	2	4	8	12
2^1,	18	26	1	3	19	29	48
1^2,	1	4	.	.	1	4	5
1^1,	.	.	.	.	.	.	.
Total,	79	134	12	23	91	157	248
	213*		35				
Gross Total,	248						

* In addition to the above, twenty-four departments were conducted by nuns, viz., Youghal, Skibbereen, Limerick, Clonmel, Thurles, Celbridge, Callan, Granard, New Ross, Galway, Carrick-on-Suir, Thomastown, North Dublin, Enniscorthy, Mohill, Trim, Tullamore, Manorhamilton, Dundalk, Ardee, Ballymahon, Athy, Fermoy, and Bantry.

II.—LUNATIC ASYLUM SCHOOLS in connexion on 31st December, 1893.

County.	District.	Roll No.	School.	Parish.	Total No. of Pupils on Roll.	Average Attendance
Dublin,	30	8,865	Richmond, m.	Grangegorman,	275	220
Ditto,	–	8,866	Ditto, f.	Ditto.	293	254

III.—Convent and Monastery Schools.

I. Convent Schools paid by Capitation. II. Convent Schools paid by Classification. III. Monastery Schools paid by Capitation. IV. Monastery Schools paid by Classification.

I.—Two Hundred and Fifty-four Convent Schools paid by Capitation.

Province and County.	Roll No.	District.	School.	Religious Order of Community.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1893.	Average Daily Attendance of Pupils (Rule 165b) for the Year ended 31st Dec., 1893.
ULSTER.						
Co. Antrim,	7059	8	Crumlin-road, f.	Sisters of Mercy,	459	223
,,	10566	–	St. Catherine's, f.	Dominican,	543	266
,,	10671	–	Castle-street (Lisburn),	Sacred Heart,	225	113
,,	13187	–	Do., i.	do.,	101	47
,,	13843	–	Star of the Sea, f.	Sisters of Mercy,	360	177
,,	14138	–	St. Joseph's, Crumlin-road, f.	do.,	242	72
,,	8056	9	St. Malachy's, f.	do.,	627	290
		7		Total,	2,557	1,188
Co. Armagh,	9719	11	Edward-street, f.	Sisters of Mercy,	524	311
,,	,,	–	Do., evg.	do.,	280	151
,,	8220	16	Mt. St. Catherine,	Sacred Heart,	447	239
,,	10856	–	Keady, f.	Poor Clares,	237	156
,,	7508	19	Canal-street, f.	Sisters of Mercy,	567	264
,,	13868	–	Maghernahely,	do.,	271	129
		5		Total,	2,326	1,250
Co. Cavan,	8490	23	Cavan, f.	Poor Clares,	373	191
,,	10176	–	Ballyjamesduff, f.	do.,	189	104
,,	11789	–	Belturbet, f.	Sisters of Mercy,	227	131
,,	12093	24	Cootehill, i.	do.,	99	52
		4		Total,	888	478
Co Donegal,	2055	2	Glentogher, f.	Sisters of Mercy,	157	65
,,	9278	–	Moville, f.	do.,	206	111
,,	10689	–	St. Patrick's, f.	do.,	232	96
,,	7593	5	Ballyshannon (2),	do.,	243	134
,,	14371	–	Bundoran, f.	do., St. Louis,	209	102
		5		Total,	1,047	508
Co. Down,	10253	17	Mt. St. Patrick, f.	Sisters of Mercy,	328	190
,,	243	19	High-street, f.	Poor Clares,	661	360
,,	9725	–	Rostrevor, f.	Sisters of Mercy,	156	76
,,	13732	–	Warrenpoint, f.	do.,	158	104
		4		Total,	1,303	730
Co. L'Derry,	6168	2	St. Columb's (2), f.	Sisters of Mercy,	722	376
,,	13212	–	St. Patrick's (2) f.	do.,	767	353
,,	14007	7	St. Mary's, Magherafelt, f.	Immaculate Conception,	176	90
		3		Total,	1,665	819

I.—Two Hundred and Fifty-four Convent Schools paid by Capitation—*con*

Province and County.	Roll No.	District.	School.	Religious Order of Community.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1893.	Average Daily Attendance of Pupils (Rule 105) for the Year ended 31st Dec., 1893.
ULSTER—*con.*						
Co. Tyrone,	10110	6	Strabane, f.	Sisters of Mercy,	476	262
,,	6328	14	Omagh, f.	Loretto,	382	195
,,	13487	15	Loy, evg.	Sisters of Mercy,	125	84
,,	13814	–	Cookstown, f.	do.,	300	191
		3		Total,	1,283	732
MUNSTER.						
Co. Clare,	3323	42	Killaloe, f.	Sisters of Mercy,	176	99
,,	10644	–	Ennistymon, f.	do.,	344	175
,,	12962	–	Tulla, f.	do.,	267	157
,,	7315	45	Ennis, f.	do.,	730	392
,,	11800	–	Kilkee, f.	do.,	280	132
,,	13374	–	Kilrush, f.	do.,	635	344
		6		Total,	2,432	1,299
Co. Cork,	512	48	Midleton, f.	Presentation,	795	438
,,	3828	–	Youghal, f.	do.,	725	397
,,	6376	–	Queenstown, f.	Sisters of Mercy,	884	494
,,	13450	–	Rushbrook, f.	do.,	152	103
,,	1541	52	Charleville, f.	do.,	154	87
,,	13031	–	St. Joseph's, i.	do.,	285	140
,,	2278	55	Millstreet, f.	Presentation,	425	260
,,	10047	–	Macroom, f.	Sisters of Mercy,	694	421
,,	10232	–	Kanturk, f.	do.,	294	153
,,	2258	56	Fermoy, f.	Presentation,	620	355
,,	4268	–	Doneraile, f.	do.,	258	143
,,	4630	–	Mallow, f.	Sisters of Mercy,	624	319
,,	11855	–	Buttevant, f.	do.,	490	261
,,	12791	–	Mitchelstown, f.	Presentation,	227	125
,,	9161	58	Bantry, f.	Sisters of Mercy,	395	227
,,	13372	–	St. Patrick's, m.i.	do.,	117	66
,,	7651	59	Clonakilty, f.	do.,	526	300
,,	8430	–	Skibbereen, f.	do.,	425	278
,,	13661	–	St. Mary's, f.	Sisters of Charity,	306	211
,,	13662	–	do., inft.	do.,	264	142
,,	4572	60	Kinsale, f.	Sisters of Mercy,	758	449
,,	5257	–	Bandon, f.	Presentation,	634	381
,,	6153	–	St. Finbar's, f.	do.,	1,715	918
,,	13696	–	St. Vincent's, f.	Sisters of Charity,	1,261	641
,,	14105	–	Clarence-street, f.	Presentation,	1,338	783
,,	5940	60A	Blackrock, f.	Ursuline,	169	101
,,	8414	–	Passage West, f.	Sisters of Mercy,	355	219
,,	14000	–	St. Joseph's, f.	do.,	1,672	704
,,		28		Total,	17,062	9,116
Co. Kerry,	4062	39	Listowel, f.	Presentation,	647	362
,,	11849	–	Lixnaw, f.	do.,	216	117
,,	13233	–	Ballybunion, f.	Sisters of Mercy,	183	105
,,	1859	54	Milltown, f.	Presentation,	206	112
,,	6215	–	Castleisland, f.	do.,	594	383
,,	13530	–	Moyderwell, f.	Sisters of Mercy,	713	424
,,	13615	–	Tralee (2), f.	do.,	389	250
,,	10050	57	St. Gertrude's, f.	Loretto,	78	47
		8		Total,	3,024	1,800

I.—Two Hundred and Fifty-four Convent Schools paid by Capitation—*con.*

Province and County.	Roll No.	District.	School.	Religious Order of Community.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1893.	Average Daily Attendance of Pupils (Rule 165b) for the Year ended 31st Dec., 1893.
MUNSTER—*con*						
Co. Limerick,	7439	39	Abbeyfeale, f.	Sisters of Mercy,	362	211
,,	10106	46	Doon, f.	do.,	342	158
,,	13898	–	Hospital, f.	Presentation,	397	289
,,	570	51	SS. Mary and Munchin's, f.	Sisters of Mercy,	900	513
,,	5143	–	Pery-square, f.	do.,	846	393
,,	5547	–	Sexton-street, f.	Presentation,	1,320	573
,,	6936	–	St. John's-square, f.	Sisters of Mercy,	812	466
,,	9296	–	Adare, f.	do.,	152	85
,,	10684	–	Mt. St. Vincent, f.	do.,	275	150
,,	11197	–	Bruff, f.	Faithful Companions of Jesus,	299	168
,,	14199	–	St. John's, m. inft.	Sisters of Mercy,	269	145
,,	6032	52	St. Catherine's, f.	do.,	379	209
,,	6569	–	St. Anne's, f.	do.,	335	202
,,	12975	–	St. Joseph's, inft.	do.,	264	126
,,	13480	–	St. Mary's, m. i.	do.,	254	144
,,	13716	–	Ballingarry, f.	do.,	289	161
		16		Total,	7,495	3,993
Co. Tipperary,	2133	36	Airhill, f.	Sacred Heart,	338	194
,,	7392	–	Nenagh, f.	Sisters of Mercy,	537	283
,,	13371	–	Borrisokane, f.	do.,	271	168
,,	3486	43	Borrisoleigh, f.	do.,	160	103
,,	4068	–	Thurles, f.	Presentation,	659	467
,,	9407	–	Templemore, f.	Sisters of Mercy,	237	148
,,	10679	–	Ballingarry, f.	Presentation,	189	95
,,	12751	–	Tonagha, f.	Sisters of Mercy,	93	51
,,	9432	46	Tipperary, f.	do.,	506	261
,,	581	53	Cashel, f.	Presentation,	495	283
,,	4133	–	Clogheen, f.	Sisters of Mercy,	96	61
,,	7232	–	Drangan, f.	do.,	210	127
,,	8903	–	Fethard, f.	Presentation,	403	267
,,	10120	–	Cahir, f.	Sisters of Mercy,	433	240
,,	10437	–	Ballyporeen, f.	do.,	241	139
,,	11872	–	Carrick-on-Suir, f.	Presentation,	743	489
,,	12349	–	Morton-street, f.	Sisters of Charity,	738	346
,,	13107	–	St. Joseph's (Carrick-on-Suir), f.	Sisters of Mercy,	326	178
,,	13186	–	Clogheen, inft.	do.,	151	78
,,	13404	–	New Inn, f.	do.,	155	94
		20		Total,	6,981	4,072
Co. Waterford,	3228	48	Cappoquin, f.	Sisters of Mercy,	310	204
,,	12911	–	Lismore, f.	Presentation,	339	167
,,	11556	49	Kilmacthomas, f.	Sisters of Mercy,	157	85
,,	11944	–	Waterford, f.	Presentation,	442	230
,,	12007	–	Ferrybank, f.	Sacred Heart,	243	106
,,	12087	–	Dungarvan (2), f.	Presentation,	378	220
,,	12334	–	Star of the Sea, f.	Sisters of Charity,	331	146
,,	12403	–	St. Joseph's, f.	do.,	1,197	531
,,	,,	–	do., evg.	do.,	367	85
,,	12522	–	Portlaw, f.	Sisters of Mercy,	346	161
,,	12535	–	St. John's (2), f.	Ursuline,	487	268
,,	12578	–	Dunmore, East, f.	Sisters of Mercy,	148	86
,,	13020	–	Stradbally, f.	do.,	165	90
,,	12180	53	Clonmel, f.	Presentation,	594	238
		13		Total,	5,504	2,617

I.—Two Hundred and Fifty-four Convent Schools paid by Capitation—*con.*

Province and County.	Roll No.	District.	School.	Religious Order of Community.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1893.	Average Daily Attendance of Pupils (Rule 165b) for the Year ended 31st Dec., 1893.
LEINSTER.						
Co. Carlow,	656	44	Carlow, f.	Presentation,	462	258
,,	10010	–	Do. inft.	Sisters of Mercy,	202	112
,,	13507	–	Tullow, f.	Brigidine,	342	175
,,	1926	47	Bagnalstown, f.	Presentation,	493	248
		4		Total,	1,499	793
Co. Dublin,	1149	30	King's Inns-st., f.	Sisters of Charity,	1,422	770
,,	5933	–	George's-hill, f.	Presentation,	975	407
,,	9932	–	Manor-street, f.	Sisters of Charity,	1,020	534
,,	11883	–	Baldoyle, f.	do.,	235	124
,,	12408	–	Cabra, f.	Dominican,	173	110
,,	12448	–	Gardiner-street, f.	Sisters of Charity,	2,581	1,181
,,	13887	–	Mount Sackville, f.	St. Joseph's,	137	63
,,	715	30A	Lucan, f.	Presentation,	298	173
,,	2018	37	Baggot-street, f.	Sisters of Mercy,	2,133	884
,,	7032	–	Leeson-lane, f.	Loretto,	1,198	433
,,	7546	–	Golden Bridge, f.	Sisters of Mercy,	912	394
,,	7883	–	Clondalkin, f.	Presentation,	315	163
,,	11064	–	Weaver's-square, f.	Sisters of Mercy,	1,755	870
,,	12471	–	Our Lady's Mount, f.	Sisters of Charity,	642	301
,,	721	40	Blackrock, f.	Sisters of Mercy,	534	300
,,	1985	–	Booterstown, f.	do.,	287	137
,,	5600	–	Kingstown, f.	Dominican,	1,182	690
,,	11832	–	Mount Anville, f.	Sacred Heart,	146	73
,,	12509	–	St. Anne's, f.	Sisters of Charity,	265	165
,,	729	40A	Loretto, f.	Loretto,	148	66
,,	7182	–	Dalkey, f.	do.,	318	169
,,	7608	–	Glasthule, f.	Sisters of Mercy,	355	198
,,	11569	–	Townsend-street, f.	do.,	1,435	578
,,	11894	–	Sandymount, f.	Sisters of Charity,	431	193
,,	13611	–	Warrenmount, f.	Presentation,	1,142	491
,,	13612	–	St. Joseph's, Terenure, f.	do.,	425	224
		26		Total	20,464	9,681
Co. Kildare,	779	37	Maynooth, f.	Presentation,	264	153
,,	1151	–	Clane, f.	do.,	141	85
,,	3246	–	Naas, f.	Sisters of Mercy,	410	210
,,	11976	–	Kilcock, f.	Presentation,	255	168
,,	771	44	Kildare, f.	do.,	354	199
,,	2106	–	Newbridge, f.	Immaculate Conception,	267	123
,,	11745	–	Great Connell, f.	do.,	197	93
,,	11806	–	Kilcullen, f.	Sacred Heart,	216	107
,,	13373	–	St. Michael's, f.	Sisters of Mercy,	644	343
		9		Total,	2,748	1,481
Co. Kilkenny,	806	47	Kilkenny, f.	Presentation,	792	474
,,	9134	–	Goresbridge, f.	Brigidine,	175	87
,,	10478	–	St. Patrick's, f.	St. John of God,	370	194
,,	10835	–	Castlecomer, f.	Presentation,	422	250
,,	11175	–	Thomastown, inft.	Sisters of Mercy,	172	94
,,	13675	–	Callan Lodge, f.	do.,	389	241
,,	5437	49	Mooncoin, f.	Presentation,	192	116
		7		Total,	2,512	1,456

I.—Two Hundred and Fifty-four Convent Schools paid by Capitation—*con.*

Province and County.	Roll No.	District.	School.	Religious Order of Community.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1893.	Average Daily Attendance of Pupils (Rule 165b) for the Year ended 31st Dec. 1893.
LEINSTER—*continued.*						
King's Co.,	3220	36	Birr, f.	Sisters of Mercy,	412	241
,,	5913	–	Frankford, f.	do.,	237	132
,,	13503	–	St. Rynagh's (Banagher) f.	Sacred Heart,	189	112
,,	823	41	Killina, f.	Presentation,	196	101
,,	2080	–	Tullamore, f.	Sisters of Mercy,	734	417
,,	7471	–	Portarlington, f.	Presentation,	333	181
,,	13118	–	Clara, f.	Sisters of Mercy,	342	220
		7		Total,	2,443	1,404
Co. Longford,	12942	28	St. Joseph's, f.	Sisters of Mercy,	547	277
,,	13846	–	Granard, f.	do.,	277	127
,,	3865	33	Ballymahon, f.	do.,	181	107
		3		Total,	1,005	511
Co. Louth,	851	25	Drogheda, f.	Presentation,	807	450
,,	5387	–	Dundalk (2), f.	Sisters of Mercy,	1,420	768
,,	8445	–	Ardee (2), f.	do.,	276	163
,,	10475	–	Drogheda, i.	Sisters of Charity,	446	220
		4		Total,	2,949	1,601
Co. Meath,	8052	25	St. Mary's, f.	Sisters of Mercy,	398	243
,,	883	29	Navan (1), f.	Loretto,	366	253
,,	7472	–	Do. (2), f.	Sisters of Mercy,	718	403
,,	10913	–	Trim, f.	do.,	286	198
,,	12068	–	Kells, f.	do.,	545	390
		5		Total,	2,313	1,487
Queen's Co.,	1556	41	Ballyroan, f.	Brigidine,	134	75
,,	7183	–	Mountmellick, f.	Presentation,	359	184
,,	7442	–	Borris-in-Ossory, f.	Sisters of Mercy,	178	108
,,	13343	–	Coote-street, f.	Brigidine,	210	115
,,	13386	–	Maryborough, f.	Presentation,	383	234
,,	13613	–	Abbeyleix, f.	Brigidine,	308	171
,,	13937	44	Stradbally, f.	Presentation,	248	129
		7		Total,	1,820	1,016
Co. Westmeath,	934	33	Mullingar, f.	Presentation,	483	267
,,	6674	–	Rochford Bridge, f.	Sisters of Mercy,	164	97
,,	8682	–	Moate, f.	do.,	302	140
,,	13417	35	St. Mary's, f.	Sacred Heart,	296	167
,,	12179	41	Kilbeggan, f.	Sisters of Mercy,	306	172
		5		Total,	1,551	843

I.—Two Hundred and Fifty-four Convent Schools paid by Capitation—*con.*

Province and County.	Roll No.	District.	School.	Religious Order of Community.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1893.	Average Daily Attendance of Pupils (Rule 165b) for the Year ended 31st Dec., 1893.
LEINSTER—*con.*						
Co. Wexford,	967	49	New Ross (1), f.	Carmelite,	511	240
,,	9047	–	Do. (2), f.	Sisters of Mercy,	337	170
,,	10622	–	Ramsgrange, f.	St. Louis,	150	68
,,	969	50	Wexford, f.	Presentation,	396	490
,,	3634	–	Newtownbarry, f.	Faithful Companions,	161	104
,,	3824	–	Gorey, f.	Loretto,	269	132
,,	4949	–	Wexford (2), inft.	Sisters of Mercy,	350	176
,,	6058	–	Enniscorthy, f.	Presentation,	570	273
,,	8221	–	Templeshannon, f.	Sisters of Mercy,	437	224
,,	11361	–	Faythe, f.	St. John of God,	551	321
,,	11986	–	Summerhill, f.	Sisters of Mercy,	239	102
,,	12966	–	Wexford (2), f.	do.,	205	121
		12		Total,	4,676	2,421
Co. Wicklow,	5237	40	Delgany, f.	Carmelite,	99	50
,,	7180	–	Bray (2), f.	Loretto,	433	243
,,	10162	–	St. Michael's, f.	Sisters of Mercy,	120	76
,,	10418	–	Wicklow, f.	Dominican,	344	211
,,	13932	–	Arklow, inft.	Sisters of Mercy,	548	363
,,	972	44	Baltinglass, f.	Presentation,	208	139
		6		Total,	1,752	1,082
CONNAUGHT.						
Co. Galway,	12234	32	Tuam, f.	Presentation,	376	176
,,	12250	–	Do. (2), f.	Sisters of Mercy,	474	246
,,	1013	34	Rahoon, f.	Presentation,	650	317
,,	4515	–	Newtownsmith, f.	Sisters of Mercy,	718	386
,,	12243	–	Carna, f.	do.,	107	44
,,	13190	–	Clifden, f.	do.,	266	127
,,	13439	–	Oughterard, f.	do.,	366	185
,,	12181	34A	Clarenbridge, f.	Sisters of Charity,	183	95
,,	13365	–	Oranmore, f.	Presentation,	184	104
,,	6632	35	St. Vincent's, f.	Sisters of Mercy,	475	301
,,	6839	–	Ballinasloe, f.	do.,	564	338
,,	12371	–	St. Joseph's, f.	do.,	217	143
,,	11787	42	Kinvara, f.	do.,	253	152
,,	13208	–	Gort (2), f.	do.,	364	222
		14		Total,	5,197	2,836
Co. Leitrim,	13770	28	Mohill, f.	Sisters of Mercy,	283	169
,,	12940	31	Car.-on-Shannon f.	Marist,	364	223
,,	13614	–	Ballinamore, f.	Sisters of Mercy,	165	96
		3		Total,	812	488
Co. Mayo,	14176	20	St. John's (Foxford), f.	Sisters of Charity,	147	77
,,	14345	–	Do., inft.	do.,	169	87
,,	7713	21	Swineford, f.	Sisters of Mercy,	302	169
,,	13302	–	St. Fras. Xavier's, f.	Sisters of Charity,	353	187
,,	12254	26	Castlebar, f.	Sisters of Mercy,	516	330
,,	12255	–	St. Patrick's, f.	do.,	726	431
,,	13517	–	St. Joseph's, f.	do.,	288	164
,,	12239	32	Mt. St. Michael's f.	do.,	533	257
,,	13502	–	Ballinrobe, f.	do.,	444	252
		9		Total,	3,478	1,954

I.—Two Hundred and Fifty-four Convent Schools paid by Capitation—*con.*

Province and County.	Roll No.	District.	School.	Religious Order of Community.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1893.	Average Daily Attendance of Pupils (Rule 165b) for the Year ended 31st Dec., 1893.
CONNAUGHT—*con.*						
Co. Roscommon,	10520	22	Abbeytown, . . f.	Sisters of Mercy, . .	360	208
,, .	6908	27	Strokestown, . f.	do., . . .	327	198
,, .	7238	–	Roscommon, . f.	do., . . .	561	277
,, .	10088	–	Abbeycartron, . f.	do., . . .	247	144
,, .	13198	–	St. Anne's, . . f.	do., . . .	443	301
,, .	7722	35	St. Peter's, . . f.	do., . . .	465	253
,, .	12754	–	St. Joseph's, Summerhill, f.	do., . . .	136	67
		7		Total, . .	2,539	1,448
Co. Sligo, .	13240	12	St. Patrick's, . f.	Sisters of Mercy, . .	720	446
,, .	14346	–	Do., . m. inft.	do., . . .	202	129
,, .	14456	–	St Vincent's, . f.	Ursuline, . . .	97	52
,, .	11887	21	Banada, . . f.	Sisters of Charity, .	183	107
		4		Total, . .	1,202	734

Summary of Convent Schools paid by Capitation.

No. of Schools.	County.	Total No. of Pupils on Rolls.	Average attendance.	No. of Schools.	County.	Total No. of Pupils on Rolls.	Average attendance.
7	Antrim, . . .	2,557	1,188	3	Longford, . . .	1,005	511
5	Armagh, . . .	2,326	1,250	4	Louth, . . .	2,949	1,601
4	Cavan, . . .	888	478	5	Meath, . . .	2,313	1,487
5	Donegal, . . .	1,047	508	7	Queen's, . . .	1,820	1,016
4	Down, . . .	1,303	730	5	Westmeath, . .	1,551	843
–	Fermanagh, . .	–	–	12	Wexford, . . .	4,676	2,421
3	Londonderry, . .	1,665	819	6	Wicklow, . . .	1,752	1,082
–	Monaghan, . . .	–	–				
3	Tyrone, . . .	1,291	732	95	Total for Leinster, .	45,732	25,776
31	Total for Ulster, .	11,077	5,705	14	Galway, . . .	5,197	2,836
				3	Leitrim, . . .	812	488
6	Clare, . . .	2,432	1,299	9	Mayo, . . .	3,478	1,954
28	Cork, . . .	17,062	9,116	7	Roscommon, . .	2,539	1,448
8	Kerry, . . .	3,024	1,800	4	Sligo, . . .	1,202	734
16	Limerick, . . .	7,495	3,993				
20	Tipperary, . . .	6,981	4,072	37	Total for Connaught, .	13,228	7,460
13	Waterford, . . .	5,504	2,617				
				31	Schools in Ulster, .	11,077	5,705
91	Total for Munster, .	42,498	22,897	91	,, Munster, .	42,498	22,897
				95	,, Leinster, .	45,732	23,776
4	Carlow, . . .	1,499	793	37	,, Connaught .	13,228	7,460
26	Dublin, . . .	20,464	9,681				
9	Kildare, . . .	2,748	1,481	254	Gross Total of Convent Capitation Cases, .	112,535	59,338
7	Kilkenny, . . .	2,512	1,456				
7	King's, . . .	2,443	1,404				

II.—Twenty-three Convent Schools paid by Classification.

Province and County.	Roll No.	District.	School.	Religious Order of Community.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1893.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1893.
ULSTER.						
Co. Armagh,	12441	11	Portadown, f.	Presentation,	111	43
,,	–	–	Do., evg.	do.,	68	32
,,	13406	–	Do., i.	do.,	178	89
,,	11752	18	Middletown (2), f.	St. Louis,	181	107
		3		Total,	538	271
Co. Fermanagh,	13401	13	Enniskillen, f.	Sisters of Mercy,	351	174
		1		Total,	351	174
Co. Monaghan,	359	18	Monaghan, f.	St. Louis,	380	219
,,	13899	24	Carrickmacross, f.	do.,	309	181
		2		Total,	689	400
MUNSTER.						
Co. Cork,	7419	48	Carrigtwohill, f.	Poor Servants of the Mother of God and the Poor,	194	99
,,	13762	58	Castletown, f.	Sisters of Mercy,	238	159
,,	13910	60	Crosshaven, f.	Presentation,	345	208
		3		Total,	777	466
Co. Kerry,	538	54	Dingle, f.	Presentation,	506	325
,,	545	–	Tralee, f.	do.,	790	508
,,	13742	55	Rathmore, f.	do.,	289	185
,,	13542	57	Caherciveen, f.	do.,	449	255
,,	13051	–	Killarney, f.	do.,	437	270
,,	13381	–	Do. (2),	Sisters of Mercy,	461	274
,,	8320	58	Kenmare, f.	Poor Clares,	458	297
		7		Total,	3,440	2,114
Co. Waterford,	1289	48	Tallow, f.	Carmelite,	160	101
,,	11461	49	Dungarvan, f.	Sisters of Mercy,	236	143
,,	13473	–	Do., i.	do.,	288	149
		3		Total,	684	393
LEINSTER.						
Co. Kildare,	11336	41	Rathangan, f.	Sisters of Mercy,	246	120
		1		Total,	246	120

II.—Twenty-three Convent Schools paid by Classification—*continued.*

Province and County.	Roll No.	District.	School.	Religious Order of Community.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec., 1893.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1893.
LEINSTER—*continued.*						
Co. Longford, .	8546	28	Newtownforbes, . f	Sisters of Mercy, . .	157	82
		1		Total, . .	157	82
CONNAUGHT.						
Co. Mayo, .	5215	20	Ballina, . . f.	Sisters of Mercy, . .	241	132
,, .	12961	–	Do., . . i.	do., . . .	335	153
		2		Total, . .	576	285
		23		Gross Total of Convent Classification Cases, .	7,458	4,305

III.—Three Monastery Schools paid by Capitation.

Roll No.	District.	School.	Religious Order of Community.	Total No. of Pupils for any time on the Rolls within the Year ended 31st Dec., 1893.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1893.
		Co. Cork.			
5669	60	Gt. George's-street, . . . m.	Presentation, .	624	283
5999	–	Douglas-street, . . . m.	Do., .	1,086	526
	2		Total, . .	1,710	809
		Co. Kerry.			
3655	54	Milltown, ... m.	Presentation, .	200	128
	1		Total . .	200	128
	3		Total of Monastery Schools paid by Capitation, . .	1,910	937

IV.—Thirty-seven Monastery Schools paid by Classification.

Province and County.	Roll No.	District.	School.	Religious Order of Community.	Total No of Pupils for any time o Rolls within the year ended 31st Dec., 1893.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1893.
ULSTER.						
Co. Down, .	9428	17	John-street, . . m.	Brothers of the Christian Schools, . . .	126	77
		1		Total, .	126	77
MUNSTER.						
Co. Cork, .	1387	48	St. Joseph's, Cove (1) m.	Presentation, . .	334	178
,, .	1502	–	Do. (2), . . m.	do., . . .	265	184
,, .	12519	56	Mallow, . . m.	Patrician, . . .	513	305
,, .	476	59	St. Patrick's (Dunmanway).	Brothers of the Christian Schools, . . .	297	175
,, .	1612	60	Kinsale (1), . m.	Presentation, . .	368	219
,, .	12473	–	Greenmount, . m.	do., . . .	563	310
		6		Total, . .	2,340	1,371
Co. Kerry, .	1793	57	Killarney, . m.	Presentation, . .	290	166
		1		Total, . .	290	166
Co. Limerick, .	6543	46	Hospital, . . m.	Brothers of the Christian Schools, . . .	168	109
		1		Total, . .	168	109
Co. Tipperary,	13014	53	Fethard, . . m.	Patrician, . . .	192	116
		1		Total, . .	192	116
Co. Waterford,	13566	49	St. Stephen's, . m.	Brothers of the Christian Schools, . . .	848	352
,, .	–	–	Do., . . evg.	do., . . .	334	81
		1		Total, . .	1,182	433
LEINSTER.						
Co. Carlow, .	681	44	Tullow, . . m.	Patrician, . . .	179	89
,, .	13105	47	St. Bridget's, . m.	Brothers of the Christian Schools, . . .	274	124
		2		Total, . .	453	213
Co. Kildare, .	12747	44	Kildare, . . m.	Brothers of the Christian Schools, . . .	157	85
		1		Total, . .	157	85
Co. Kilkenny, .	13265	47	St. Patrick's, . m.	Brothers of the Christian Schools, . . .	198	106
		1		Total, . .	198	106
King's Co., .	12370	36	St. Brendan's, . m.	Presentation, . .	297	182
,, .	6585	41	Clara, . . . m.	Franciscan, . .	369	229
		2		Total, . .	666	411
Co. Louth, .	2094	25	Ardee, . . m.	Brothers of the Christian Schools, . . .	184	110
,, .	2095	–	Do., . . . inft	do., . . .	90	50
		2		Total, . .	274	160

IV.—Thirty-seven Monastery Schools paid by Classification—*con.*

Province and County.	Roll No.	District.	School.	Religious Order of Community.	Total No. of Pupils for any time on Rolls within the Year ended 31st Dec. 1893.	Average Daily Attendance of Pupils for the Year ended 31st Dec., 1893.
LEINSTER—*con.*						
Queen's Co.,	918	41	Castletown, . . m.	Brothers of the Christian Schools, . . .	88	38
,, .	7636	–	Coote-street, . . m.	Patrician, . . .	204	116
		2		Total, . .	292	154
Co. Westmeath,	12904	35	St. Mary's, . . m.	Marist, . . .	216	130
,, .	13756	–	Do., . . prep.	do., . . .	192	100
		2		Total, . .	408	230
CONNAUGHT.						
Co. Galway, .	12423	27	Kilkerrin, . . m.	Franciscan, . .	166	68
,, .	12528	32	Curry, . . m.	do., . . .	119	58
,, .	1016	34	Galway, . . m.	Patrician, . . .	418	193
,, .	12672	–	Nun's Island, . m.	do., . . .	174	103
,, .	13906	–	Galway, . m. inft.	do., . . .	239	79
,, .	12765	34A	Carrabeg, . . m.	Franciscan, . .	189	78
		6		Total, . .	1,305	579
Co. Leitrim, .	14494	31	St. Mary's (Carrick-on-Shannon), . . m.	Presentation, . .	139	80
		1		Total, . .	139	80
Co. Mayo, .	13709	21	St. John's (Ballaghaderreen), . . m.	Brothers of the Christian Schools, . . .	207	122
,, .	12621	26	Treenlaur, . . m.	Franciscan, . . .	144	75
,, .	12727	–	Errew, . . m.	do., . . .	92	46
,, .	13130	–	Bunnacurry, . m.	do., . . .	74	42
,, .	13347	–	St. Patrick's, . m.	Brothers of the Christian Schools, . . .	325	200
		5		Total, . .	842	485
Co. Roscommon,	12594	27	Highlake, . . m.	Franciscan, . . .	94	47
,, .	12357	32	Granlahan, . . m.	do., . . .	158	78
		2		Total, . .	252	125
		37		Gross Total of Monastery Classification Cases,	9,284	4,936

General Summary.

—	Paid by Capitation.			Paid by Classification.			Total.		
	No. of Schools.	Total No. of Pupils on Rolls.	Average Daily Attendance.	No. of Schools.	Total No. of Pupils on Rolls.	Average Daily Attendance.	No. of Schools.	Total No. of Pupils on Rolls.	Average Daily Attendance.
Convents, . .	254	112,535	59,838	23	7,458	4,305	277	119,993	64,143
Monasteries .	3	1,910	937	37	9,284	4,936	40	11,194	5,873
Total, .	*257	114,445	60,775	60	16,742	9,241	317	131,187	70,016

* The number of Convent Capitation Schools in receipt of the 12*s.* grant was 249, and the number in receipt of the 10*s.* great was 5; of this latter number 2 are Convents which have been only recently aided, and which are provisionally paid at the rate. The 3 Monastery Capitation Schools are paid at the 12*s.* rate.

IV.—List of Ninety-six Island Schools in connexion on 31st December, 1893.

County.	Dist.	Roll No.	Name of School.
Antrim, . .	4	9372	Rathlin Island.
Donegal, . .	1	4739	Gola ,,
Ditto, . .	–	5164	Tory ,,
Ditto, . .	–	5273	Owey ,,
Ditto, . .	–	5466	Rutland ,,
Ditto, . .	–	5899	Inishfree ,,
Ditto, . .	–	6571	Arranmore (1) ,,
Ditto, . .	–	9794	Innishkeeragh ,,
Ditto, . .	–	10371	Cruit ,,
Ditto, . .	–	11342	Arranmore (2) ,,
Ditto, . .	–	13362	Innismean ,,
Ditto, . .	2	9990	Inch ,,
Ditto, . .	–	14248	Inishtrahull ,,
Fermanagh, .	6	8002	Drumnaginahan (Boa Island.)
Ditto, . .	–	11833	Boa (Boa Island.)
Ditto, . .	13	7832	Gubb Island.
Ditto, . .	–	11257	Innisrooske Island.
Clare, . .	45	6649	Coney ,,
Ditto, . .	–	10316	Scattery ,,
Ditto, . .	–	12018	Low ,,
Cork, . .	48	3195	Haulbowline ,,
Ditto, . .	–	8918	Spike ,,
Ditto, . .	58	5868	Long ,,
Ditto, . .	–	7335	Hare ,,
Ditto, . .	–	7452	Laurence Cove, m. (Bear Island.)
Ditto, . .	–	7453	Do. f. (Bear Island.)
Ditto, . .	–	7454	Ballinakilla (Bear Island.)
Ditto, . .	–	13138	Dursey Island.
Ditto, . .	–	13082	Whiddy ,,
Ditto, . .	59	530	Cape Clear, m., Clear Island.
Ditto, . .	–	1275	Sherkin Island, m.
Ditto, . .	–	2281	Reengarogue Island.
Ditto, . .	–	3557	Cape Clear, f., Clear Island.
Ditto, . .	–	4839	Sherkin Island, f.
Kerry, . .	54	9337	Blasket Island.
Ditto, . .	57	7887	Knightstown, m. (Valentia Island.)
Ditto, . .	–	7888	Do. f. (Valentia Island.)
Ditto, . .	–	10721	Corobeg, m. (Valentia Island.)
Ditto, . .	–	10722	Do. f. (Valentia Island.)
Ditto, . .	–	10819	Ballyhearney, m. (Valentia Island.)
Ditto, . .	–	10820	Do. f. (Valentia Island.)
Dublin, . .	30	6118	Lambay Island.
Galway, . .	20	13384	Inniskea Island.
Ditto, . .	34	6813	Kilronayne, m. (Arranmore Island.)
Ditto, . .	–	10252	Oatquarter, (Arranmore Island.)
Ditto, . .	–	11444	Kilronayne, f. (Arranmore Island.)
Ditto, . .	–	11788	Tawin Island.
Ditto, . .	–	11885	Islandeady Island.
Ditto, . .	–	11938	Inishnee ,,
Ditto, . .	–	12338	Inishmaine Island, m.
Ditto, . .	–	12339	Do. f.
Ditto, . .	–	12340	Killeany, (Arranmore Island.)
Ditto, . .	–	12342	Onaght, (Arranmore Island.)
Ditto, . .	–	12367	Omey Island.
Ditto, . .	–	12512	Mason ,,
Ditto, . .	–	12641	Annaghvane ,,
Ditto, . .	–	12642	Innisturk ,,
Ditto, . .	–	12790	Feenish ,,
Ditto, . .	–	12826	Innishbarra ,,
Ditto, . .	–	12854	Inishmacatreer ,,
Ditto, . .	–	12901	Knock (Gorumna Isl.)
Ditto, . .	–	13030	Illaneeragh Island
Ditto, . .	–	13043	Innishtrawar ,,
Ditto, . .	–	13952	Lettercallow, on Lettermore ,,
Ditto, . .	–	13146	Mynish ,,
Ditto, . .	–	13322	Innishear Island, m.
Ditto, . .	–	13323	Do. f
Ditto, . .	–	13416	Lettermullen Island
Ditto, . .	–	13526	Tiernee, m. (Gorumna Island.)
Ditto, . .	–	13527	Do. f (Gorumna Island.)
Ditto, . .	–	13528	Drim, (Gorumna Island.)
Ditto, . .	–	13699	Lettermore Island.
Ditto, . .	–	13927	Innisbofin ,, m
Ditto, . .	–	13928	Do. ,, f.
Ditto, . .	–	14103	Inishturbot ,,
Ditto, . .	–	14128	Inishlacken ,,
Ditto, . .	–	14498	Dynish Island.
Mayo, . .	26	2307	Slievemore (Achill Island.)
Ditto, . .	–	2308	Dereens (Achill Island.)
Ditto, . .	–	2309	Dooega (Achill Island.)
Ditto, . .	–	8309	Bunnacurry (Achill Island.)
Ditto, . .	–	8547	Valley (Achill Island.)
Ditto, . .	–	9116	Innishark Island.
Ditto, . .	–	9557	Bullsmouth (Achill Island.)
Ditto, . .	–	10935	Saula (Achill Island.)
Ditto, . .	–	13130	Bunnacurry Monast.
Ditto, . .	–	13174	St. Columba's, Innisturk Island.
Ditto, . .	–	13177	St. Brigid's, Clare ,,
Ditto, . .	–	13311	St. Patrick's, Clare ,,
Ditto, . .	–	13357	Cullenmore ,,
Ditto, . .	–	13409	Doogh, m. (Achill Island.)
Ditto, . .	–	13410	Do. f. (Achill Island.)
Ditto, . .	–	13761	Achillbeg Island.
Ditto, . .	–	13903	Islandmore ,,
Sligo, . .	12	9016	Coney ,,
Ditto, . .	–	9847	Innismurray ,,

V.—List of Thirty Industrial Schools (under the Act) in connexion with recognised National Schools on 31st December, 1893.

Roll District No.	District.	County.	School.	Religious Order of Conductors.	Total No. of Pupils on Roll	Average Daily Attendance.
11752	18	Armagh,	Middletown,	Sisters of St. Louis,	50	43
359	–	Monaghan,	St. Martha's, Monaghan,	Do.,	32	28
10110	6	Tyrone,	St. Catherine's, Strabane,	Sisters of Mercy,	91	69
7315	45	Clare,	Ennis,	Do.,	70	48
6376	48	Cork,	St. Coleman's, Queenstown,	Do.,	49	42
4630	56	,,	Mallow	Do.,	49	45
7651	59	Cork,	Clonakilty (St. Aloysius),	Sisters of Mercy,	116	99
8414	60A	,,	Passage West, Cork,	Sisters of Mercy,	64	47
13615	54	Kerry,	Pembroke Arms, Tralee,	Do.,	77	66
13381	57	,,	St. Joseph's Home, Killarney,	Do.,	115	97
10684	51	Limerick,	St. Vincent's, Limerick,	Do.,	114	95
9407	43	Tipperary,	St. Augustine's, Templemore,	Do.,	68	57
4068	–	,,	St. Louis, Thurles,	Presentation Sisters,	45	45
9432	46	,,	Tipperary,	Sisters of Mercy,	70	60
581	53	,,	St. Francis, Cashel,	Presentation Sisters,	107	88
1985	40	Dublin,	Booterstown,	Sisters of Mercy,	126	105
8546	28	Longford,	Our Lady of Succour, Newtownforbes.	Do.,	110	82
5387	25	Louth,	Dundalk,	Do.,	83	65
10457	–	,,	House of Charity, Drogheda,	French Sist. of Charity,	107	89
8682	33	Westmeath,	Mount Carmel, Moate,	Sisters of Mercy,	51	39
11986	50	Wexford,	St. Michael's, Wexford,	Do.,	89	63
13439	34	Galway,	Oughterard,	Do.,	29	16
4515	–	,,	St. Anne's, Galway,	Do.,	66	49
13190	–	,,	Clifden,	Do.,	85	70
6632	35	,,	St. Bridget's, Loughrea,	Do.,	117	91
6839	–	,,	Ballinasloe,	Do.,	61	42
12255	26	Mayo,	St. Columba's, Westport,	Do.,	98	80
7238	27	Roscommon,	St. Monica's, Roscommon,	Do.,	53	42
12754	35	,,	St. Joseph's, Athlone,	Do.,	144	124
13240	12	Sligo,	St. Laurence's, Sligo,	Do.,	109	107
				Total,	2,445	1,993

VI.—List of Forty-nine Evening Schools in operation on 31st December, 1893.

District.	Roll No.	County.	School.	District.	Roll No.	County.	School.
9	6963	Antrim,	Belfast Model, m.	23	2187	Cavan,	Keelagh.
–	13633	,,	St. Paul's, f.	–	8089	,,	Belturbet, m.
				–	11117	,,	Cloverhill.
11	9719	Armagh,	Edward Street Convent.	–	13259	,,	St. Joseph's, m.
–	11475	,,	St. Peter's.	–	13690	,,	Cavan, m.
–	12333	,,	Curran-street.				
–	12441	,,	Portadown Convent.	2	14368	Donegal,	St. Eugene's.*
15	2837	,,	Maghery.				
–	9977	,,	Cranagill.	9A	4862	Down,	St. Mathew's, m.
–	14177	,,	Canagola.	11	4811	,,	Gilford Mill, m.
16	7266	,,	Tullysaran, m.	–	4812	,,	Do. f.
–	10472	,,	Charlemont.	17	3745	,,	Shrigley.
–	10799	,,	Lislea (2).	–	10793	,,	Drumaness Mills.

* This Evening School has a separate Roll Number.

VI.—List of Forty-nine Evening Schools in operation on 31st December, 1893—*continued.*

District.	Roll No.	County.	School.	District.	Roll No.	County.	School.
2	14095	Londonderry,	St. Columb's Hall.*	49	12403	Waterford, .	St. Joseph's Convent.
–	1784	,, .	Altayeskey.	–	13566	,, .	St. Stephen's Monastery.
7	2895	,, .	Lemnaroy.				
–	3894	,, .	Corleckey.	30	3007	Dublin, .	St. Michan's, m.
–	10008	,, .	Fallaghloon.	–	5640	,, .	West Dublin Model, m.
–	14062	,, .	Tyrgan.	–	14046	,, .	St. Joseph's.
				37	744	,, .	SS. Michael and John.
15	13487	Tyrone, .	Loy Convent.*	–	14182	,, .	St. Kevin's.*
				40	6978	,, .	Inchicore Model, m.
				40A	752	,, .	Central Model, m.
60	9066	Cork, .	Blackpool, m.				
–	11997	,, .	SS. Peter and Paul's, m.	37	11577	Kildare, .	Naas, m.
–	11998	,, .	Do. f.				
–	14024	,, .	St. Mary's, Eason's Hill.	32	1676	Mayo, .	Ballindine, m.
–	13725	,, .	St. Finbar's.*				
				35	1860	Roscommon,	Ballybay.
52	14166	Limerick, .	Newcastle, West.*	–	8648	,, .	Drumpark.

• This Evening School has a separate Roll Number.

VII.—List of Seventy-two Vested Schools to which Grants for Teachers Residences have been made (from the Act coming into operation in 1875 to 31st December, 1893).

County.	School.	County.	School	County.	School.
Armagh, .	Townsend, N. T.	Cork, .	Glenahulla.	Longford,	Cloneen.
	Hamilton.	Ditto, .	Walterstown.	Ditto, .	Longford.
Ditto, .	Cassells.	Ditto, .	Chimneyfield.		
				Meath, .	Kilcloon.
Cavan, .	Derrydamph.			Ditto, .	Baconstown.
		Kerry, .	Derrycunnihy.		
		Ditto, .	Portmagee.		
Donegal, .	Milford.	Ditto, .	Drumnacurra.	Queen's, .	Abbeyleix, North.
Ditto, .	Ardagh.	Ditto, .	Glanmore.		
		Ditto, .	Knockaderry		
				Wexford,	Carrickbyrne.
Down, .	Downshire.			Ditto, .	Court.
		Limerick,	Ballyloghane.		
		Ditto, .	Monagay.		
Fermanagh,	Brookeborough.	Ditto, .	Bruree.	Wicklow,	Lacken.
Ditto, .	Tempo.	Ditto, .	Meanus.		
Ditto, .	Mullinaburtlin.				
Ditto, .	Immarue.			Galway, .	Lettergesh, m.
Ditto, .	Belleek.	Tipperary,	Garryclogher.	Ditto, .	Ditto, f.
				Ditto, .	Clondoyle.
				Ditto, .	Gurrane.
L. Derry, .	Gorren.	Waterford,	Faithlegg.	Ditto, .	New Inn.
		Ditto, .	Ballinvella.	Ditto, .	Leam.
		Ditto, .	Ballyduff, f.	Ditto, .	Treen.
Tyrone, .	Dunmoyle.			Ditto, .	Onaght.
		Carlow, .	Rathanna.	Ditto. .	Killeany.
				Ditto, .	Inisheer.
Clare, .	Scropul.	Dublin, .	Ringsend.	Ditto, .	Inishmaine.
Ditto, .	Clounadrum.				
Ditto, .	Kilbaha.	Kildare, .	Kilberry.	Leitrim, .	Drumadorn.
Cork, .	Kiskeam.	Kilkenny,	Graine.		
Ditto. .	Kingwilliamstown, m.			Mayo, .	Knocks.
Ditto, .	Ditto, f.	King's, .	St. Cronan's.	Ditto, .	Loughanamon.
Ditto, .	Conrea.	Ditto, .	Bunn.	Ditto, .	St. Columba's, Inisturk.
Ditto, .	Mallow.				
Ditto, .	Clonakilty, m.	Longford,	Moydow.	Ditto, .	Aglish.
Ditto, .	Knockacoletha.	Ditto, .	Killashee.	Ditto, .	Kilkelly.

VIII.—List of Names of Fifty-three* Schools in which Special Grants of Salary in aid of Industrial Instruction were available, under Rule 52, for Year ended 31st December, 1893.

County.	District.	Roll No.	School.	County.	District.	Roll No.	School.
Antrim, .	8	7059	Crumlin-road, Convt.	Carlow, . .	44	656	Carlow, Convent.
Down, . .	19	9725	Rostrevor ,,	Dublin, . .	30	1149	King's Inns-street Convent.
,, . .	–	7508	Canal-street, ,,	,, . .	37	2018	Baggot-st., Convent.
				,, . .	–	7546	Golden-bridge, ,,
Monaghan, .	24	5617	Carrickmacross.	,, . .	–	11064	Weaver's-square, ,,
Tyrone, . .	15	14034	Crosscavangh, f.	,, . .	40	721	Blackrock, ,,
Clare, . .	45	7315	Ennis, Convent.	,, . .	–	1985	Booterstown, ,,
,, . .	–	13374	Kilrush, ,,	,, . .	40A	13612	Terenure Convent.
,, . .	–	11800	Kilkee, ,,	,, . .	–	—	Central Model.
Cork, . .	48	3828	Youghal, ,,	Kilkenny, .	47	806	Kilkenny Convent.
,, . .	55	10232	Kanturk, ,,	,, . .	–	10478	St. Patrick's, ,,
,, . .	56	4268	Doneraile, ,,	Longford, .	28	12942	St. Joseph's, ,,
,, . .	–	12791	Mitchelstown, ,,	Meath, . .	29	7472	Navan, ,, (2).
,, . .	59	8430	Skibbereen, ,,	,, . .	–	12068	Kells, ,,
,, . .	–	7651	Clonakilty, ,, (2).	,, . .	–	12489	Oldcastle ,,
,, . .	60	4572	Kinsale, ,,	Queen's, .	44	6497	Stradbally, ,,
Kerry, . .	54	545	Tralee, Convent.	Wexford, .	49	967	New Ross, ,, (1).
,, . .	–	13530	Moyderwell ,,	,, . .	50	12966	Wexford, ,, (2).
,, . .	57	13381	Killarney, ,,	,, . .	,,	8221	Templeshannon ,,
,, . .	58	8320	Kenmare, ,,	Galway, .	34	4515	N.T. Smith, Convent
Limerick, .	51	9296	Adare, Convent.	,, . .	–	12243	Carna, ,,
,, .	–	10684	Mount St. Vincent, Convent.	,, . .	–	13439	Oughterard, ,,
,, . .	52	6032	St. Catherine's, Convent.	,, . .	35	6632	St. Vincent's, ,,
,, . .	–	6569	St. Anne's, Convent.	,, . .	42	13208	Gort, ,,
Tipperary, .	53	581	Cashel, ,,	Mayo, . .	21	13302	St. Francis Xavier, ,,
,, . .	–	8903	Fethard, ,,				
,, . .	–	11872	Carrick-on-Suir, ,,				
,, . .	–	13107	,, ,,				
Waterford, .	49	13020	Stradbally, ,,				

* Fifty of these are Convent Schools.

IX.—Half-time Pupils attending National Schools.

(Extract from Appendix to Commissioners' Rules. Edition 1890.)

The Commissioners having had under consideration the case of factory children who attend National Schools for half time, have decided that the following attendances qualify such pupils for presentation for fees to the teachers at the annual results examinations, viz. :—

200 days of 2 hours a day,
135 days of 3 hours a day,
100 days of 4 hours each day, } *
80 days of 5 hours each day,
66 days of 6 hours each day,

The teachers shall adopt such a system of marking half-time pupils who attend for more than four hours, as will afford a means of check on the accuracy of the records.

* The time fixed must be two or more complete hours. Fractions of an hour cannot be included.

LIST of ONE HUNDRED and FIFTY National Schools attended by HALF-TIME pupils in 1893—the number of such HALF-TIME pupils on the Roll, and the average daily attendance of HALF-TIME pupils.

COUNTY.	Dist.	Roll Number.	School.	Total Number of Half-time pupils on Roll.	Average daily attendance of Half-time pupils.
Antrim,	3	9634	Balnamore,	53	19
"	"	11137	Liscolman,	12	9
"	4	3592	Guy's, m.	92	28
"	"	7757	Do.	95	34
"	"	7966	Harryville (2), m.	24	5
"	"	7967	Do. (1), f.	27	9
"	"	12565	Ballymoney-street, f.	22	8
"	"	12599	Do. m.	26	4
"	8	1224	Edenderry, f.	106	51
"	"	1979	Crumlin,	4	2
"	"	4223	Lisburn, m.	25	13
"	"	4224	Do. f.	28	13
"	"	5794	Seaman's Friend Society,	142	41
"	"	6262	Old Park.	57	12
"	"	7319	Wolfhill,	70	36
"	"	7553	Ekenhead,	39	17
"	"	8066	Springfield,	23	19
"	"	8516	Ligoniel Village,	37	17
"	"	8804	Wolfhill Mill,	33	17
"	"	8584	Old Lodge Road, m.	10	2
"	"	8585	Do. f.	20	5
"	"	9950	Conway-street, m.	33	15
"	"	9951	Do. f.	67	20
"	"	10072	Crumlin-road, m.	152	68
"	"	10336	Do. f.	205	95
"	"	10338	Holycross, m.	37	17
"	"	10339	Do. f.	53	28
"	"	10435	Jennymount,	139	59
"	"	10566	St. Catherine's,	43	25
"	"	10831	Milford Mill,	39	20
"	"	10871	Castle-street Convent,	14	5
"	"	11305	Hilden,	275	139
"	"	11482	Greencastle, m.	28	15
"	"	11483	Do. f.	31	16
"	"	11449	St. Mark's,	57	27
"	"	12838	Edenderry, m.	215	92
"	"	13616	Star of the Sea, m.	74	30
"	"	13745	Craig-street,	208	47
"	"	13931	St. Patrick's (2), m.	80	39
"	"	14017	Duncairn Gardens,	1	1
"	"	14138	St. Joseph's Convent,	242	72
"	8A	27	Whitehouse (1),	111	38
"	"	2649	White Abbey, m.	55	18
"	"	2650	Do. f.	52	17
"	"	4564	Monkstown,	13	3
"	"	5430	Cogry Mills,	42	14
"	"	6634	Woodburn (1),	8	2
"	"	7337	Doagh, f.	24	9
"	"	7836	Do. m.	19	7
"	"	8368	Barnmills,	108	36
"	"	9063	Mossley,	121	45
"	"	11426	Whiteabbey (2),	64	17
"	"	11862	Sullatober,	4	2
"	"	11712	Ballyclare, m.	20	8

LIST of ONE HUNDRED and FIFTY National Schools attended by HALF-TIME pupils in 1893, &c.—*continued.*

COUNTY.	Dist.	Roll Number.	School.	Total Number of Half-time pupils on Roll.	Average daily attendance of Half-time pupils.
Antrim,	8A	11713	Ballyclare, f.	17	6
,,	,,	11221	Parkgate,	26	8
,,	,,	12376	Millbrook,	9	5
,,	,,	13317	Tyrnoge,	15	5
,,	,,	14157	Whitewell,	18	6
,,	9	47	Dunmurray, m.	35	12
,,	,,	4714	Do. f.	18	6
,,	,,	6995	St. Mary's, m.	9	3
,,	,,	6996	Do. f.	137	36
,,	,,	8612	Campbell's-row,	540	154
,,	,,	9024	Hutchinson-street (1),	14	4
,,	,,	11160	Linfield Mill,	389	103
,,	,,	13336	Workman Memorial,	189	39
,,	,,	14382	Lambeg Village,	24	6
,,	,,	12082	St. Peter's, m.	82	14
,,	,,	7340	Do. f.	338	109
,,	,,	13883	Derriaghy,	11	4
,,	9A	6581	Earl-street, m.	59	14
,,	,,	7262	Milford, f.	74	17
,,	,,	8388	Earl-street, f.	78	16
,,	,,	9718	Milford, m.	94	20
,,	,,	12047	York-road,	233	44
Armagh,	11	8344	Portadown,	8	3
,,	,,	12590	Edgarstown,	70	24
,,	16	3174	Markethill, f.	6	3
,,	,,	7647	Darkley, m.	15	9
,,	,,	9640	Do. f.	14	8
,,	,,	8166	Mullavilly (1),	5	3
,,	,,	8220	Mount St. Catherine's Convent,	20	9
,,	,,	8403	Tandragee, m.	14	7
,,	,,	8404	Do. f.	13	12
,,	,,	8702	Milford,	5	3
,,	,,	11720	Tamnamore,	15	7
,,	,,	12365	St. Patrick's, m.	17	8
,,	,,	12663	Mullavilly, m.	4	2
,,	,,	13112	St. James's, m.	13	7
,,	,,	13113	Do. f.	5	3
,,	,,	12073	Drumcairn,	13	6
,,	19	6236	Bessbrook, m.	97	34
,,	,,	6237	Do. f.	51	16
,,	,,	7508	Canal-street Convent,	77	21
,,	,,	11329	Ballybot,	31	9
,,	,,	13868	Maghernahely Convent,	84	27
,,	,,	13922	Do. m.	71	24
Down,	9	10346	Largymore,	139	38
,,	,,	11120	Ballylesson,	9	3
,,	,,	11436	Ravarnette,	11	4
,,	,,	13462	Blaris,	24	8
,,	10	3874	Mill-street,	18	5
,,	,,	4657	Newtownards (2),	3	2
,,	,,	6523	St. Mathew's, f.	2	1
,,	,,	6641	Newtownards (1),	9	5
,,	,,	8576	Beersbridge,	331	72
,,	,,	8888	Anne-street, m.	6	2
,,	,,	9094	Do. f.	9	2
,,	,,	10414	Lagan-village,	10	7
,,	,,	11542	Greenwell-street,	20	6

LIST of ONE HUNDRED and FIFTY National Schools attended by HALF-TIME pupils in 1893, &c.—*continued.*

COUNTY.	Dist.	Roll Number.	School.	Total Number of Half-time pupils on Roll.	Average daily attendance of Half-time pupils.
Down,	10	11598	Comber Spinning Mill,	69	22
"	"	12191	Castlegardens,	102	30
"	"	12580	Newtownards, m.	22	8
"	"	12581	Do. f.	51	14
"	11	4811	Gilford Mill, m.	71	26
"	"	4812	Do. f.	47	15
"	"	11430	Seapatrick,	77	28
"	17	1246	Annsboro' m.	24	8
"	"	1486	Do. f.	13	4
"	"	3745	Shrigley,	83	28
"	"	4648	Irish-street (Killyleagh),	15	8
"	"	6024	Killyleagh,	27	16
"	"	10793	Drumaness Mills,	57	20
Tyrone,	6	7151	Drumnabeg,	11	3
"	"	11586	Sion Mills, m.	73	25
"	"	11587	Do. f.	88	23
"	15	407	Gortalowry,	26	7
"	"	410	Dungannon, m.	15	5
"	"	411	Do. f.	23	9
"	"	2254	Brackaville, m.	13	4
"	"	2255	Do. f.	12	4
"	"	5184	Loy Old,	2	1
"	"	9681	Loy, m.	10	3
"	"	10178	Benburb, m.	1	1
"	"	10179	Do. f.	3	1
"	"	11171	Anaghmore,	5	2
"	"	11936	Derryloran, m.	8	3
"	"	11937	Do. f.	4	2
"	"	11967	John-street, m.	9	4
"	"	11968	Do. f.	5	2
"	"	12440	Lower Market,	3	1
"	"	13256	Gortgones,	6	2
"	"	13814	Cookstown Convent,	14	3
Cork,	60	14105	Clarence-street Convent,	35	8
Waterford,	49	7225	Mayfield, m.	3	1
"	"	12522	Portlaw Convent,	4	2
Louth,	25	851	Drogheda Convent,	30	22
Meath,	"	845	St. Mary's, m.	75	18
Mayo,	20	14176	St. John's Convent,	3	1
			Total—150 Schools,	8,366	2,822

APPENDIX I.

Agricultural Schools on 31st December, 1893.

I.—Agricultural Schools under the exclusive Management of Board.

No.	County.	Roll No.	School.	Post Town.	Area of Farm.	District No.
					A. R. P.	
1	Dublin, . .	—	Albert Training Institution, ...	Glasnevin, . . .	178 3 24	30
2	Cork, . .	6736	Munster (Cork), . .	Cork, ...	126 3 17	60
3	Fermanagh, .	9071	Enniskillen School Garden	Enniskillen, . . .	3 2 10	13

II.—Agricultural Schools under Local Management.

No.	County.	Dist. No.	Roll No.	School.	Post Town.	Area of Farm.	Date on which last Results Period ended.
						A. R. P.	
1	Armagh, .	16	4271	Taniokey, .	Poyntzpass, . . .	7 0 30	30 . 4 . 93
2	Ditto, .	19	4325	Drumbanagher,	Ditto, . . .	4 0 20	31 . 3 . 93
3	Cavan, . .	13	6997	Monragh, .	Blacklion, . . .	18 0 0	30 . 4 . 93
4	Donegal, .	5	9660	Barnesmore, .	Donegal, . . .	3 2 0	31 . 3 . 93
5	Ditto, .	1	4705	Dunlewey, .	Derrybeg, . . .	13 0 0	31 . 3 . 93
6	Fermanagh, .	13	3861	Carrick, . .	Lisbellaw, Enniskillen, .	27 2 5	31 . 10 . 93
7	Londonderry,	2	8955	Park, . .	Park, Derry, . . .	11 0 13	31 . 3 . 93
8	Monaghan, .	18	6821	Cormeen, .	Monaghan, . . .	48 2 20	31 . 3 . 93
9	Ditto, .	–	7308	Barratitoppy, .	Scotstown, . . .	12 3 19	31 . 12 . 92
10	Tyrone, .	15	10178	Benburb, . .	Benburb, Moy, . .	4 3 5	31 . 5 . 93
11	Ditto, .	–	9286	Parkanaur, .	Dungannon, . . .	18 0 0	28 . 2 . 93
12	Ditto, .	6	8408	Clare, . .	Castlederg, . . .	28 1 30	31 . 5 . 93
13	Clare, . .	51	448	Parteen, . .	Limerick, . . .	2 1 10	31 . 1 . 93
14	Ditto, .	42	10886	Tubber, . .	Tubber, Gort, . . .	16 3 35	28 . 2 . 93
15	Ditto, .	45	8241	Scropul, . .	Mullough, Miltown-Malbay,	10 0 0	28 . 2 . 93
16	Cork, . .	59	5700	Clonkeen, .	Leap, ...	27 0 0	31 . 1 . 93
17	Litto, .	–	10703	St. Edmund's, .	Dunmanway, . . .	5 3 20	31 . 1 . 93
18	Kerry, . .	57	7813	Dirreendarragh,	Kenmare, . . .	5 2 0	31 . 1 . 93
19	Ditto, .	58	6091	Lansdowne, .	Ditto, . . .	7 0 0	31 . 1 . 93
20	Ditto, .	57	8251	Sneem, . .	Sneem, . . .	7 2 0	31 . 1 . 93
21	Ditto, .	–	8349	Ballinskelligs, .	Caherciveen, . . .	11 0 0	31 . 1 . 93
22	Ditto, .	58	11748	Glanmore, .	Kenmare, . . .	6 0 0	31 . 3 . 93
23	Limerick, .	52	4467	Killacolla, .	Bruree, ...	16 0 0	31 . 1 . 93
24	Waterford, .	49	6720	Carriglea, .	Dungarvan, . . .	3 2 0	31 . 1 . 93
25	Carlow, .	47	5803	Garryhill, .	Bagnalstown, . . .	11 2 30	31 . 1 . 93
26	Kilkenny, .	49	13420	Clonmore, .	Piltown, ...	8 0 0	31 . 1 . 93
27	Ditto, .	53	6189	Piltown, . .	Ditto, ...	7 1 20	31 . 1 . 93
28	Ditto, .	49	5251	Woodstock, .	Innistiogue, . . .	8 2 30	30 . 4 . 93

II.—Agricultural Schools under Local Management—*continued.*

No.	County.	Dist. No.	Roll No.	School.	Post Town.	Area of Farm. A. R. P.	Date on which last Results Period ended.
29	Westmeath,	33	931	Ballinvally,	Delvin,	6 2 0	28. 2. 93
30	Galway,	27	13559	Ballyroe,	Williamstown, Castlerea,	9 1 0	31. 1. 93
31	Mayo,	20	13793	Carragorra,	Knockmore, Foxford,	10 3 33	31. 3. 93
32	Ditto,	20	11141	Killasser,	Swineford,	7 1 7	31. 1. 93
33	Ditto,	21	1412	Doocastle,	Bunninadden, Ballymote,	3 0 18	31. 3. 93
34	Ditto,	21	10885	Kinaffe,	Swineford,	5 0 0	31. 10. 93
35	Ditto,	32	5120	Lehinch,	Hollymount, Mayo,	7 3 0	28. 2. 93
36	Ditto,	20	5238	Lisaniska,	Knockmore, Foxford,	8 0 0	31. 3. 93
37	Ditto,	20	6942	Carrowmore Palmer,	Rathlacken, Ballina,	3 1 0	30. 4. 93
38	Ditto,	20	11920	Callow,	Foxford,	1 2 19	31. 3. 93
39	Ditto,	21	12520	Newtownbrowne	Kiltimagh,	1 2 23	31. 7. 93
40	Roscommon,	28	10218	North Yard,	Strokestown,	5 1 0	31. 3. 93
41	Ditto,	27	12964	Ballymurray,	Ballymurray, Roscommon,	20 0 0	31. 1. 93
42	Sligo,	12	9669	Doonflin,	Skreen, Sligo,	3 0 0	31. 3. 93
43	Ditto,	20	4106	Kilrusheiter,	Templeboy, Ballisodare,	11 1 38	31. 3. 93
44	Ditto,	12	10473	Calry,	Burn, Sligo,	1 3 0	30. 4. 93
45	Ditto,	12	3138	Ballacutranta,	Dromard, Ballisodare,	9 3 25	28. 2. 93

III.—School Gardens under Local Management in connexion with Board.

No.	County.	Dist. No.	Roll No.	School.	Post Town.
1	Armagh,	16	9271	Lisdrumchor,	Markethill.
2	Cavan,	23	12064	Cloncovid,	Loughduff.
3	Ditto,	–	11034	Ballyhaise, Upper,	Ballyhaise.
4	Donegal,	6	5230	Convoy,	Convoy, Raphoe.
5	Ditto,	2	9035	Drumbeg,	Strabane.
6	Down,	11	80	Magheraberry,	Moira.
7	Londonderry,	3	12391	Rallagh,	Dungiven.
8	Ditto,	–	8531	Articlave,	Coleraine.
9	Monaghan,	23	10934	Roran,	Drimmully, Clones.
10	Ditto,	18	10574	Ballibay,	Ballibay.
11	Tyrone,	2	9868	Loughash,	Gortin.
12	Ditto,	14	4719	Aughadarragh,	Augher.
13	Cork,	56	1867	Castlelyons,	Fermoy.
14	Ditto,	58	5567	Adrigole,	Bantry.
15	Ditto,	60A	12676	Clogheen,	Cathedral, Cork.
16	Kerry,	58	1399	Daurus,	Kenmare.
17	Ditto,	57	4463	Masterguihy,	Waterville.
18	Limerick,	52	7222	Banogue,	Croom.
19	Tipperary,	43	3328	Mardyke,	Thurles.
20	Carlow,	47	11347	Kilgreany,	Bagnalstown.
21	Dublin,	30	4660	Portrane,	Donabate.
22	Kilkenny,	49	11492	Inistioge (2),	Thomastown.
23	King's,	41	8868	Ballycowan,	Tullamore.
24	Wicklow,	40	11353	Enniskerry,	Enniskerry.
25	Ditto,	–	1119	Cuttlestown,	Enniskerry.
26	Galway,	42	9773	Loughcutra,	Loughcutra, Gort.
27	Ditto,	27	10786	Farm,	Ballymoe.
28	Ditto,	32	13659	Bekan,	Ballyhaunis.
29	Sligo,	12	3337	Tubbervunane,	Skreen.
30	Ditto,	22	3767	Ballymote,	Ballymote.

APPENDIX K.

I.—List of Building Applications aided during the year 1893, with Tabulation showing the progress towards erection of the School-houses from the date of reference to Board of Works for Report on Site as described in Lease Queries to transmission of Plans to Applicant.

County and Name.	Date of Reference to Board of Works.	Date of Receipt of Report and Estimate from Board of Works.	Amount of Grant.	Date of Receipt of Lease executed.	Date of Advice of Grant to Board of Works.	Date of Transmission of Plans by Board of Works to Applicant.
Co. Antrim:			£ s. d.			
Randalstown, m. & f.	21 . 10 . 92	23 . 11 . 92	324 17 8	9 . 9 . 93	9 . 9 . 93	25 . 9 . 93
Co. Armagh:						
Cullyhanna, . m. & f.	27 . 5 . 93	12 . 6 . 93	375 5 0	27 . 3 . 94	30 . 3 . 94	9 . 4 . 94
Co. Cavan:						
Kilgarry, . . .	2 . 2 . 93	20 . 3 . 93	297 8 0	25 . 8 . 93	26 . 8 . 93	7 . 9 . 93
Tiercahan, . . .	6 . 6 . 93	22 . 6 . 93	256 8 4	5 . 4 . 94	21 . 4 . 94	1 . 5 . 94
Co. Donegal:						
Moville, . . . m.	5 . 4 . 92	8 . 7 . 92	383 6 8	13 . 6 . 93	15 . 6 . 93	4 . 7 . 93
St. Patrick's, Carndonagh. m.	4 . 5 . 92	5 . 12 . 92	200 15 4	22 . 3 . 93	23 . 3 . 93	23 . 5 . 93
Mullaghduff, . . .	6 . 10 . 92	19 . 1 . 93	290 14 8	—	—	—
Drumnaherk, . .	6 . 10 . 92	2 . 12 . 92	299 4 8	20 . 6 . 93	22 . 6 . 93	4 . 7 . 93
Laghey, ...	1 . 6 . 93	6 . 7 . 93	217 16 0	3 . 4 . 94	7 . 4 . 94	17 . 4 . 94
Derrybeg, . m. & f.	25 . 8 . 93	28 . 8 . 93	394 16 0	28 . 5 . 94	29 . 5 . 94	—
Co. Down:						
Portavogie, . m. & f.	30 . 9 . 92	18 . 11 . 92	382 0 0	6 . 5 . 93	13 . 5 . 93	20 . 6 . 93
Ballyboley, . . .	9 . 12 . 92	25 . 2 . 93	309 16 4	3 . 11 . 93	30 . 12 . 93	11 . 1 . 94
Co. Londonderry:						
Kilgort, . . m. & f.	13 . 6 . 92	27 . 7 . 92	328 13 4	6 . 4 . 93	6 . 4 . 93	4 . 5 . 93
Ballinrees, . . .	10 . 9 . 92	6 . 1 . 93	225 6 4	11 . 4 . 94	21 . 4 . 94	1 . 5 . 94
Co. Tyrone:						
Kerrib, ...	13 . 3 . 93	6 . 7 . 93	294 14 8	21 . 5 . 94	4 . 6 . 94	12 . 6 . 94
St. Patrick's Convent, .	9 . 5 . 93	30 . 6 . 93	920 5 4	10 . 10 . 93	11 . 10 . 93	19 . 10 . 93
Aughafad, . .	24 . 6 . 93	28 . 8 . 93	206 11 4	28 . 11 . 93	29 . 11 . 93	23 . 12 . 93
Co. Clare:						
Ballanruan, . m. & f.	24 . 8 . 92	22 . 12 . 92	352 8 4	—	—	—
The Synge, . . .	14 . 3 . 93	8 . 5 . 93	261 6 0	21 . 8 . 93	22 . 8 . 93	13 . 9 . 93
Slieve an Oir, . . .	8 . 6 . 92	6 . 8 . 92	262 15 4	30 . 4 . 94	8 . 5 . 94	—
Kilmaley, . m. & f.	13 . 6 . 93	5 . 8 . 93	388 13 4	7 . 5 . 94	28 . 5 . 94	12 . 6 . 94

I.—List of Building Applications aided during the year 1893, with Tabulation showing the progress towards erection of the School-houses from the date of reference to Board of Works for Report on Site as described in Lease Queries to transmission of Plans to Applicant—*continued.*

County and Name.	Date of Reference to Board of Works.	Date of Receipt of Report and Estimate from Board of Works.	Amount of Grant.	Date of Receipt of Lease executed.	Date of Advice of Grant to Board of Works.	Date of Transmission of Plans by Board of Works to Applicant.
Co. Cork:			£ s. d.			
Millstreet, m. & m. (2)	21 . 10 . 90	10 . 12 . 90	745 17 4	8 . 3 . 93	9 . 3 . 93	14 . 6 . 93
St. John's; Kinsale, m.	17 . 12 . 92	1 . 2 . 93	971 16 8	28 . 7 . 93	29 . 7 . 93	—
Annmount, . m. & f.	31 . 1 . 93	8 . 3 . 93	394 18 0	—	—	—
Derrycreha, . . .	3 . 2 . 92	7 . 3 . 92	207 14 0	—	—	—
Farran, . . m. & f.	6 . 4 . 93	8 . 5 . 93	551 8 0	6 . 1 . 94	21 . 4 . 94	8 . 5 . 94
Co. Kerry:						
Loughfonder, . .	30 . 8 . 92	20 . 1 . 93	218 8 8	—	—	—
Renagown, . . .	13 . 6 . 92	29 . 7 . 92	187 13 4	19 . 3 . 93	23 . 3 . 93	23 . 5 . 93
St. Brendan's, . .	26 . 5 . 93	7 . 9 . 93	307 1 2	—	—	—
Co. Limerick:						
Mungret, . . . m.	—	—	204 5 4	20 . 3 . 94	24 . 3 . 94	20 . 4 . 94
Co. Tipperary:						
Knockavilla, . m. & f.	13 . 3 . 93	24 . 4 . 93	383 15 0	16 . 8 . 93	18 . 8 . 93	25 . 9 . 93
Killea, . . m. & f.	7 . 3 . 93	13 . 4 . 93	312 13 4	5 . 12 . 93	6 . 12 . 93	23 . 12 . 93
Co. Kilkenny:						
Ballyline, . . .	9 . 12 . 92	14 . 2 . 93	237 16 0	20 . 11 . 93	30 . 12 . 93	13 . 1 . 94
Co. Longford:						
Stonepark, . m. & f.	13 . 6 . 92	20 . 7 . 92	406 18 4	25 . 8 . 93	26 . 8 . 93	7 . 9 . 93
Carnadough, . m. & f.	31 . 1 . 93	25 . 2 . 93	564 4 0	5 . 3 . 94	8 . [illegible] . 94	21 . [illegible] . 94
Ennybegs, . . .	19 . 7 . 93	29 . 8 . 93	289 11 4	27 . 3 . 94	30 . 3 . 94	16 . 4 . 94
Co. Meath:						
Carrickleck, . . .	20 . 10 . 92	29 . 11 . 92	269 6 8	25 . 3 . 93	25 . 3 . 93	2 . 6 . 93
Co. Queen's:						
Grantstown Manor, .	10 . 3 . 92	10 . 5 . 92	270 1 8	Application withdrawn. Grant cancelled.		
Co. Westmeath:						
Kinnegad, . m. & f.	3 . 5 . 92	3 . 6 . 92	667 1 8	4 . 4 . 93	5 . 4 . 93	10 . 4 . 93
St. Feighin's, . m. & f.	7 . 10 . 92	5 . 12 . 92	410 3 4	6 . 3 . 94	8 . 3 . 94	4 . 4 . 94
Kilbeggan Convent, .	18 . 7 . 93	31 . 8 . 93	582 8 4	—	—	—

I.—List of Building Applications aided during the year 1893, with Tabulation showing the progress towards erection of the School-houses from the date of reference to Board of Works for Report on Site as described in Lease Queries to transmission of Plans to Applicant—*continued.*

County and Name.	Date of Reference to Board of Works.	Date of Receipt of Report and Estimate from Board of Works.	Amount of Grant.	Date of Receipt of Lease executed.	Date of Advice of Grant to Board of Works.	Date of Transmission of Plans by Board of Works to Applicant.
			£ s. d.			
Co. Wexford:						
Curracloe,	25 . 4 . 93	28 . 8 . 93	254 4 0	4 . 6 . 94	4 . 6 . 94	—
Co. Wicklow:						
Davidstown,	27 . 5 . 93	18 . 9 . 93	175 12 8	3 . 2 . 94	5 . 2 . 94	16 . 2 . 94
Co. Galway:						
Kilconnell, m. & f.	21 . 10 . 92	10 . 11 . 92	386 3 7	7 . 5 . 94	28 . 5 . 94	—
Ballaghlea,	27 . 7 . 92	6 . 9 . 92	254 14 1	11 . 5 . 93	13 . 5 . 93	4 . 7 . 93
Glynsk,	21 . 10 . 92	18 . 12 . 92	185 4 0	10 . 10 . 93	30 . 12 . 93	10 . 1 . 94
Kilbeacanty, m.	13 . 6 . 92	6 . 8 . 92	286 2 8	4 . 7 . 93	6 . 7 . 93	10 . 8 . 93
Knockroone,	13 . 2 . 91	26 . 3 . 91	289 0 11	3 . 1 . 93	28 . 3 . 93	29 . 5 . 93
St. Patrick's, Gorteenlough.	11 . 11 . 92	17 . 12 . 92	254 6 8	13 . 12 . 93	14 . 3 . 94	28 . 3 . 94
Ard, m. & f.	13 . 3 . 93	10 . 5 . 93	393 0 0	21 . 7 . 93	22 . 7 . 93	10 . 8 . 93
Aughrim, m. & f.	26 . 10 . 92	17 . 12 . 92	385 16 0	15 . 9 . 93	16 . 9 . 93	25 . 9 . 93
Derrybrien,	28 . 2 . 93	15 . 5 . 93	257 1 8	17 . 8 . 93	19 . 8 . 93	—
St. MacDara's,	25 . 3 . 92	24 . 4 . 92	915 19 1	25 . 7 . 92	25 . 7 . 92	29 . 7 . 92
Innishark,	10 . 4 . 93	3 . 7 . 93	185 4 0	20 . 12 . 93	14 . 3 . 94	20 . 4 . 94
Cloughanover, m. & f.	28 . 5 . 92	19 . 7 . 92	382 19 4	13 . 10 . 93	30 . 12 . 93	15 . 3 . 94
Co. Leitrim:						
Cornamuckla,	2 . 6 . 93	23 . 6 . 93	216 7 8	28 . 2 . 94	8 . 3 . 94	21 3 . 94
Rossinver,	29 . 2 . 92	23 . 9 . 92	222 15 0	—	—	—
Co. Mayo:						
Beltra,	14 . 9 . 92	3 . 11 . 92	222 0 1	5 . 2 . 94	8 . 3 . 94	15 . 3 . 94
Christ Church, Castlebar.	12 . 11 . 92	28 . 12 . 92	264 4 0	9 . 5 . 93	10 . 5 . 93	14 . 6 . 93
Strade, m. & f.	24 . 8 . 92	23 . 11 . 92	396 18 3	2 . 4 . 94	26 . 5 . 94	1 . 6 . 94
Richmond, m. & f.	13 . 12 . 92	9 . 1 . 93	490 13 10	14 . 6 . 93	15 . 6 . 93	4 . 7 . 93
St. Angela's Convent, f. & inft.	24 . 3 . 93	24 . 4 . 93	856 2 0	24 . 8 . 93	26 . 8 . 93	7 . 9 . 93
Bofield, m. & f.	31 . 1 . 93	22 . 3 . 93	574 1 0	—	—	—
Newbrook,	25 . 5 . 93	3 . 7 . 93	383 7 4	—	—	—
St. Patrick's, Curnanool,	10 . 4 . 93	15 . 8 . 93	257 19 8	—	—	—
Co. Roscommon:						
Druminardly,	7 . 10 . 92	7 . 11 . 92	390 16 6	4 . 7 . 93	6 . 7 . 93	19 . 7 . 93
Lisanisk, m. & f.	9 . 12 . 92	22 . 12 . 92	316 4 0	20 . 6 . 93	22 . 6 . 93	4 . 7 . 93
Lakeview,	13 . 6 . 93	5 . 8 . 93	259 3 4	9 . 6 . 94	12 . 6 . 94	—
Co. Sligo:						
Kilmacowen, m. & f.	27 . 5 . 93	14 . 6 . 93	315 15 0	5 . 10 . 93	5 10 . 93	19 . 10 . 93

II.—List of Vested Schools to which Grants for Improvements were made during 1893, with Tabulation, showing the progress made in Executing the Works from the time of referring case to Board of Works for Estimate, till Plans, &c., were transmitted to Manager.

County.	District.	Roll No.	School.	Date of Reference to Board of Works.	Date of Receipt of Report and Estimate from Board of Works.	Amount of Grant. £ s. d.	Date of Advice of Grant to Board of Works.	Date of Transmission of Plans and Specifications to Managers by Board of Works.
Armagh,	19	4729	Killian, m.	—	11. 8.93	6 13 4	20.11.[illegible]	—
Do.,	25	4415	Crossmaglen, inft.	9. 5.93	18. 5.93	120 0 0	27.11.[illegible]	23. 2.94
Cavan,	31	13874-5	Urbal, m. & f.	—	19. 2.93	13 0 0	15. 3.93	—
Do.,	23	2775	Kilnaleck,	28. 4.93	29. 5.93	18 13 4	8. 7.93	—
Donegal,	2	8929	Ardagh,	11. 6.92	19.11.92	131 16 10	24. 1.93	1. 2.93
Do.,	5	11554	Bundoran,	31. 7.93	21. 8.93	16 0 0	16.12.93	—
Fermanagh,	13	11522	Brookeboro',	27. 8.92	14. 9.92	2 0 0	19. 6.93	—
Londonderry	7	1801	Greenlough,	8. 7.93	17. 8.93	16 0 0	5.10.93	—
Monaghan,	24	5498	Kidnasminsha,	17. 5.93	12. 6.93	110 13 4	6. 7.93	10. 8.93
Do.,	–	5502	Blackstaff,	17. 5.93	11. 6.93	117 6 8	6. 7.93	10. 8.93
Tyrone,	2	9035	Drumbeg,	26. 1.93	22. 2.93	6 0 0	15. 5.93	10. 8.93
Do.,	6	11586-7	Sion Mills, m. & f.	6. 5.93	11. 6.93	200 0 0	17. 7.93	26. 8.93
Do.,	14	6104	Tattynure,	27.10.93	4.11.93	4 13 4	16.12.93	—
Clare,	42	4436	Liscannor,	3. 1.93	20. 1.93	0 10 0	6. 2.93	—
Do.,	–	10517-8	Kilshanny, m. & f.	31. 1.93	28. 2.93	[illegible] 10 8	21. 3.93	—
Do.,	–	4870-1	Doolin, m. & f.	10. 3.93	25. 3.93	20 18 4	[illegible]1. 4.93	12. 5.93
Do.,	45	3991	Cooraclare,	28. 1.93	13. 3.93	2 0 0	13. 5.93	24. 6.93
Cork,	60	14116	Kilbrittain,	10.12.92	21.12.92	12 11 6	27. 1.93	—
Do.,	55	9819 9962	Cronrea, m. & f.	1. 3.93	30. 3.93	2 0 0	24. 4.93	—
Do.,	60A	14198	Angel Guardians,	14. 4.93	24. 4.93	57 8 0	13. 5.93	—
Do.,	60	14237	Trimbath's Lane,	—	6. 5.93	17 18 4	6. 6.93	—
Do.,	52	1271 1501	Kilbolane, m. & f.	31. 1.93	22. 2.93	122 6 8	21. 6.93	27. 7.93
Do.,	55	14014-5	Kingwilliamstown, m. & f.	—	1. 6.93	33 13 4	5. 7.93	—
Do.,	59	491	Clonakilty, m. inft.	17. 5.93	30. 6.93	30 13 4	17. 7.93	26. 8.93
Do.,	–	1392	Coolmountain,	7.11.92	13. 1.93	34 0 0	29. 8.93	27. 9.93
Do.,	56	4126-7	Scart, m. & f.	16. 7.93	12. 8.93	18 2 8	4.10.93	—
Do.,	58	12976	Derrincorrin,	10. 7.93	23. 8.93	106 13 4	22.11.93	2. 1.94
Kerry,	57	5168 5326	Curraghbeg, m. & f.	10. 2.93	20. 2.93	38 0 0	26. 4.93	—
Do.,	–	8062	Clonkeen,	Cancelled.	Grant restored.	102 13 4	21. 6.93	19. 7.93
Do.,	–	4759 5349	Ruscussane, m. & f.	12. 4.93	16. 6.93	26 0 0	31. 7.93	7. 9.93
Do.,	–	4762-3	Glenbeigh, m. & f.	19. 5.93	14. 7.93	7 6 8	31. 7.93	—
Do.,	–	13051	Killarney Convent,	27. 7.93	1. 9.93	6 13 4	4.10.93	—
Do.,	58	5659	Letter,	18. 8.93	1. 9.93	3 1 8	2.10.93	—

II.—List of Vested Schools to which Grants for Improvements were made during 1893, with Tabulation, showing the Progress made in Executing the Works from the time of referring case to Board of Works for Estimate, till Plans, &c., were transmitted to Manager—*continued.*

County.	District.	Rol No.	School.	Date of Reference to Board of Works.	Date of Receipt of Report and Estimate from Board of Works.	Amount of Grant.	Date of Advice of Grant to Board of Works.	Date of Transmission of Plans and Specifications to Managers by Board of Works.
						£ s. d.		
Limerick,	39	10836	Glin,	17. 5.93	16. 6.93	16 0 0	6. 7.93	7. 9.93
Do.,	51	12718	St. Vincent de Paul's,	11. 5.93	7. 6.93	39 9 4	10. 7.93	7. 9.93
Tipperary,	43	4005	Moycarkey,	18.10.92	31.12.92	36 10 0	21. 1.93	24. 2.93
Do.,	53	7358-9	Skeheenarinkey, m. & f.	14. 1.93	24. 1.93	245 13 4	1. 4.93	18. 5.93
Waterford,	48	1289	Tallow Convent,	23. 1.93	6. 2.93	9 19 0	26. 4.93	—
Do.,	49	14099 14100	Abbeyside, m. & f.	22. 7.93	17.10 93	7 3 4	5.12.93	—
Carlow,	44	14125	Ballon,	17. 2.93	4. 3.93	60 17 0	21. 6.93	14. 9.93
Kilkenny,	47	4477-8	Brownstown, m. & f.	10. 7.93	1. 8.93	15 16 8	4.10.93	—
King's	36	14222	St. Managhan's.	4.10.93	3.11.93	2 13 4	24.11.93	—
Louth,	24	11734	Cullies,	12. 1.93	24. 1.93	4 10 0	6. 4.93	18. 5.93
Do.,	25	14069-70	Dundalgan, m. & f.	—	21. 3.93	23 6 8	12. 5.93	—
Wexford,	50	6959-60	Clonroche, m. & f.	17. 5.93	21. 6.93	21 6 8	31. 7.93	14. 8.93
Wicklow,	40	13932	Arklow Convent,	9. 8.92	18. 6.93	44 10 8	25. 6.93	—
Galway,	34	13622	Moyrus,	—	28. 1.93	14 0 0	16. 3.93	—
Do.,	27	1521	Trichill,	20. 4.93	4. 8.93	4 13 4	30. 8.93	—
Do.,	32	6489	Sylane,	31. 7.93	28. 9.93	16 13 4	20.11.93	—
Do.,	34	10582-3	Gortmore, m. & f.	Cancelled	Grant restored.	10 13 4	5.12.93	—
Leitrim,	28	13770	Mohill Convent,	3. 3.93	25 .3.93	80 0 0	21. 4.93	—
Do.,	–	10026-7	Eslin, m. & f.	12. 9.92	6.12.92	153 6 8	21. 6.93	10. 8.93
Mayo,	32	7777	Cloghans,	3.12.92	20. 3.93	12 13 4	21. 4.93	—
Do.,	26	3300	Shranamonragh,	24. 8.92	23. 3.93	76 8 8	13. 5.93	—
Do.,	–	14229-30	Carragowan, m. & f.	1. 6.93	13. 7.43	16 0 0	2. 8.93	12. 9.93
Sligo,	12	2013 2032	Ballintogher, m. & f.	28.10.92	7.12.92	159 2 8	16. 1.93	—
Do.,	20	14051	Stokane,	19. 4.93	6. 5.93	9 13 4	19. 6.93	—

APPENDIX L.

QUESTIONS proposed at Examinations of Teachers and Monitors, July, 1893.

I.—MALE TEACHERS.

METHODS OF TEACHING.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. SULLIVAN, Head Inspector.
Mr. HOGAN, District Inspector.

1. A teacher has pupils who wish to obtain certificates under the Factory Act. State fully the duties of the teacher in such cases. 12 marks.

2. A rural school of 50 boys has two monitors in 1st year, one in class V², the other in class VI'. Give a time table for the school, and also for the monitors. 12 marks.

3. Write "Notes of Lessons" on compound proportion. 12 marks.

4. "The several mental faculties ought to be exercised according to their strength and development." How would you apply this principle in your school? 12 marks.

5. Distinguish clearly between inductive and deductive teaching, and mention the subjects for which each is adapted. 12 marks.

6. In connection with the teaching of reading, discuss fully the advantages and disadvantages of what is known as "*Incidental Teaching.*" 6 marks.

7. "When teaching Euclid do not allow the pupil to make particular figures for general." What is meant by this advice? Why is it given? 6 marks.

8. Show that, in general, the tripartite system cannot be carried out efficiently without two galleries. In what cases may a single gallery answer? Explain. 6 marks.

9. State fully the fees and allowances which may be earned by a teacher who has a recognised school garden. 6 marks.

10. How would you teach the notation of large numbers? 6 marks.

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. HAMILTON, Head Inspector.
Mr. KEENAN, District Inspector.

1. Divide £10,000 into four parts, such that by placing them at compound interest at 4½ per cent. per annum, the first for 15 years, the second for 13 years, the third for 11 years, and the fourth for 9 years, the amounts shall all be equal. 20 marks.

2. The true discount on a sum of money for one year at 5 per cent. is £1 more than the sum of the true discount of one-half the sum at 4 per cent., and the other half at 6 per cent.
Find the sum. 20 marks.

Appendix L.
Examination Questions.
Male Teachers.
A' Papers.

3. The present value of £672 due in a certain time is £126; compound interest at $4\frac{1}{6}$ per cent. is allowed: find the time. 20 marks.

4. The receipts of a railway company are allocated thus:—48 per cent. for working expenses; 10 per cent. for a reserve fund; a guaranteed dividend of 5 per cent. on one-fifth of the capital; and the remainder £32,000 to be divided among the holders of the rest of the stock as a dividend at 4 per cent. Find the capital and the total receipts. 20 marks.

5. Simplify—

$$\frac{(3+\sqrt{3})(\sqrt{3}+\sqrt{2})(\sqrt{5}+\sqrt{2})(\sqrt{6}+\sqrt{2})}{(\sqrt{2}+\sqrt{3}+\sqrt{5})(2+\sqrt{3})(\sqrt{2}-\sqrt{3}+\sqrt{5})(3+\sqrt{6})}.$$

20 marks.

6. Prove that the logarithm of the quotient is equal to the logarithm of the dividend – the logarithm of the divisor. Find $\log\left(\frac{2}{3}\right)^{\frac{1}{5}}$. 10 marks.

7. Insert five geometrical means between 5 and 740,179,445. 10 marks.

8. (*a*) Transpose 23456·54321 from the decimal to the septenary system, and 21,043 from the quinary to the decimal system.

(*b*) Prove that the senary and duodenary systems of notation are more free from "circulators" than systems with any other base. 10 marks.

9. Show how to determine by inspection whether a given fraction will produce a terminate, a pure recurring or a mixed recurring decimal. 10 marks.

10. £1 = 10 gulden; 270 gulden = 124 scudi; 15 scudi = 81 francs; 9 francs = 2·5 thalers.

Find the number of thalers = £4 15*s.* 0*d.* 10 marks.

The following logarithms may be used:—

log 2 = ·3010300.
log 3 = ·4771213.
log 7 = ·8450980.
log 11 = 1·0413927.
log 13 = 1·1139434.

GRAMMAR AND DERIVATION.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five of these questions, of which the parsing exercise must be one, are to be attempted.*

Mr. Purser, Head Inspector.
Mr. Murphy, District Inspector.

1. "*What* he gives thee, see thou *keep*;
Stay not thou for food or sleep;
Be it scroll or be it book,
Into it, Knight, thou must not look;
If thou *readest* thou art *lorn*!
Better hadst thou ne'er been born."
"*Safer* by none may thy errand be done,
Than, noble dame, by me;
Letter nor *line* know I *never a one*;
Wer't my *neck-verse* at Hairibee."

Parse fully the words in *italics*, and paraphrase the passage. 20 marks.

2. Give a particular analysis of the following :—

Teach me half the gladness
That thy brain must know,
Such harmonious madness
From my lips would flow,
The world should listen then, as I am listening now.

12 marks.

3. Give Sullivan's quotation from Booth's Grammar against the use of such expressions as *being built*. Show that there is no analogy in the examples given, and discuss generally the propriety of this form of expression. 10 marks.

4. Trace, and account for the Danish element in our language. 8 marks.

5. Give a full summary of the lessons in Edwardes' Grammar, under the third rule of concord (Relative pronouns). 10 marks.

6. Show that a simple proposition may be a compound sentence, and give examples. 5 marks.

7. Give the derivation of *Hereford*, *frisk*, *enough*, *sharded*, *gossip*. 5 marks.

8. Give three examples of each of the following :—

(*a.*) Frequentative verbs derived from nouns.
(*b.*) Diminutive verbs derived from nouns.
(*c.*) Nouns derived from obsolete past participles.
(*d.*) Nouns derived from the old 3rd person singular of verbs.

5 marks.

9. Give three vulgarisms mentioned in Edwardes' Grammar, and state how each is corrected. 5 marks.

10. Show how the *comma* is used in the case of adverbs and adverbial phrases, and give examples. 5 marks.

PENMANSHIP.—40 Marks.

Half an hour allowed for this exercise.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages :—

O, I do fear thee, Claudio ; and I quake,
Lest thou a feverous life should'st entertain,
And six or seven winters more respect
Than a perpetual honour. Darest thou die?
The sense of death is most in apprehension ;
And the poor beetle, that we tread upon,
In corporal sufferance finds a pang as great
As when a giant dies.

If upon viewing the remains of this ancient seat of royalty, we feel disappointed, and even question the tales of its former magnificence, let us consider that since the latest period during which the kings and chiefs of Ireland were wont here to assemble thirteen centuries have elapsed, and our surprise will be not that so few indications of ancient grandeur are to be found, but that any vestige remains.

Appendix L.

Examination Questions.

Male teachers.

A1 Papers.

GEOMETRY AND MENSURATION.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Only geometrical solutions will be accepted, and only the propositions of Euclid may be assumed.

Mr. Sullivan, Head Inspector.
Mr. Dalton, District Inspector.

1. Prove that the rectangle contained by the side of an escribed square, standing on the base of a triangle, and the difference between the base and altitude, is equal to double the area of the triangle. 20 marks.

2. If the three sides of a right-angled triangle be in continued proportion, the hypotenuse is divided in extreme and mean ratio by the perpendicular from the right angle on the hypotenuse. 20 marks.

3. The side of an isosceles triangle inscribed in a circle, so as to have each of the angles at the base double the vertical angle, is 200 inches and the circle and triangle revolve round the median of the triangle which passes through the vertex; find the volume enclosed between the surfaces which they respectively trace out. 20 marks.

4. Prove that the locus of the intersection of two equal tangents to two circles is a right line. 20 marks.

5. Define the *polar circle* of a triangle, and determine when it is real and when imaginary. 20 marks.

6. If through the point of contact of two touching circles any secant be drawn, cutting the circles again in two points, the radii drawn to these points are parallel. 10 marks.

7. Similar triangles have their areas to one another in the duplicate ratio of their homologous sides. 10 marks.

8. A cone and a cylinder are equal in height and volume; find the ratio of their base radii. 10 marks.

9. If a variable tangent to a circle meets two parallel tangents, it subtends a right angle at the centre. 10 marks.

10. *Escribe* a circle to a given triangle. 10 marks.

ENGLISH COMPOSITION.—50 Marks.

Two hours allowed for this subject.

N.B.—*Only one subject to be selected.*

Mr. Purser, Head Inspector.
Dr. Moran, District Inspector.

1. The Ocean.
2. The horrors of war.

ALGEBRA.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. HAMILTON, Head Inspector.
Mr. M'GLADE, District Inspector.

1. Show that if $ax^2+bx+c=0$ and $a'x^2+b'x+c'=0$ have a common root, then $(a'c-ac')^2=(a'b-ab')(b'c-c'b)$. 20 marks.

2. If $ax+by+cz=0$, and $a_1x+b_1y+c_1z=0$; show that

$$\frac{x}{bc_1-b_1c}=\frac{y}{ca_1-c_1a}=\frac{z}{ab_1-a_1b}.$$

Solve, by the aid of this theorem, the simultaneous equations

$$2x+y-2z=7x+6y-9z=0, \text{ and } x^3+y^3+z^3=1728.$$

20 marks.

3. (*a*) Given $ax^2+(a+b)xy+by^2=0$, find $\frac{x}{y}$.

(*b*) Find x from—

$$(x^2+x+1)^2+9(x^2-x+1)^2-6(x^4+x^2+1)=0. \quad 20 \text{ marks.}$$

4. If to the square of the difference of two numbers be added three times their product, the sum will be 133; and their arithmetic mean diminished by half their geometric mean is equal to $3\frac{1}{2}$. Find the numbers. 20 marks.

5. If $a+b+c=0$, find the value of

$$\frac{b+c}{bc}(b^2+c^2-a^2)+\frac{c+a}{ac}(c^2+a^2-b^2)+\frac{a+b}{ab}(a^2+b^2-c^2).$$

20 marks.

6. Resolve x^3-1 into two factors, and hence deduce three values of x which satisfy the equation $x^3-1=0$. 10 marks.

7. (*a.*) Find the value of a so that $49x^2-42x+a$ may be an exact square.

(*b.*) Write x^2+6x as the difference of two squares. 10 marks.

8. Simplify—

$$\frac{\left(\frac{a-b}{a+b}\right)^3+3\left(\frac{a-b}{a+b}\right)^2+3\left(\frac{a-b}{a+b}\right)+1}{\left(\frac{a+b}{a-b}\right)^3+3\left(\frac{a+b}{a-b}\right)^2+3\left(\frac{a+b}{a-b}\right)+1}.$$

10 marks.

9. Find the sum, difference, and product of the roots of the equation $x^2-42x+117=0$. 10 marks.

10. In an Arithmetical Progression the first term is 7, the common difference is 2, and the sum of n terms of the series is 247. Find the value of n. 10 marks.

HISTORY.—40 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. DOWNING, Head Inspector.
Mr. M'ELWAINE, District Inspector.

1. Name the Sovereigns of France from Napoleon I. to Napoleon III., with dates of their accession; and show how Napoleon III. was related to Napoleon I. 8 marks.

Appendix L.
Examination Questions.
Male Teachers.
A[1] Papers.

2. By whom, and when was the title of Emperor of Germany first assumed? When and under what circumstances did this title cease to be used? And when and under what circumstances was it reassumed? 8 marks.

3. Give a short historical sketch of Lorraine. 8 marks.

4. What circumstances led to the war for the succession to the Spanish dominions; and what was the result of that war? 8 marks.

5. How is the hostility that existed between the Jews and the Samaritans accounted for? 8 marks.

6. When and by whom was the Alexandrian Library destroyed? 4 marks.

7. By what historian is the miraculous destruction of Sennacherib's army confirmed? 4 marks.

8. Explain how Cyrus was a Medo-Persian. 4 marks.

9. What works indicate the power and opulence of the ancient Egyptian kings? 4 marks.

10. Since what date has New Zealand been recognised as a British colony? What is its form of government? 4 marks.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions, of which the first question must be one, are to be attempted.

Mr. Downing, Head Inspector.
Mr. Alexander, District Inspector.

1. Draw the necessary map, and indicate on it the positions of:—Hudson's Strait, Davis' Strait, Fox Channel, Cockburn Island, Barrow Strait, Melville Sound, Smith Sound, Kennedy Channel, Robson Channel, Boothia Sound and Gulf, and Grant Land. 12 marks.

2. Describe accurately the positions of the following, and write a note of something interesting respecting each:—Walcheren, Kouka, Ofen, Syra, San Sebastian, Cincinnati. 12 marks.

3. Give a description of the Colony of Victoria, under the following heads:—boundaries, area, population, products, principal towns, and progress. 12 marks.

4. Describe fully the steps by which we calculate the distance of any planet from the sun. 12 marks.

5. Name the mountain chains that, in the northern hemisphere, form an axis of elevation following the parallels of 30° to 50°; and explain of what this axis of elevation is a consequence. 12 marks.

6. "The physical features and natural divisions of Asia are peculiarly grand and striking." Describe them. 6 marks.

7. Describe the "Sea of Sargasso"; mentioning when it was discovered. State also where there is a second smaller example of the same phenomenon. 6 marks.

8. Name the countries from which we obtain our supplies of borax and sal-ammoniac respectively; and mention the name of an island famous in ancient times for its richness in iron ore. 6 marks.

9. Where are the following races to be found:—Slavonic, Basques, Samoiedes? 6 marks.

10. What is the one German State that is not embodied in the German Empire? Give a description of it. 6 marks.

PLANE TRIGONOMETRY.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. SULLIVAN, Head Inspector.
Mr. M'CLINTOCK, District Inspector.

1. A, B, C, are posts at equal intervals by the side of a straight road; t and t^1 are the tangents of the angles which A B, B C subtend at a point P; and T is the tangent of the angle which P B makes with the road, prove $\frac{2}{T} = \frac{1}{t} - \frac{1}{t^1}$. 10 marks.

2. Prove that the straight line A D drawn from the angle A of a triangle A B C, and meeting the side B C at right angles in D, is equal to $\frac{b^2 \sin 2C + c^2 \sin 2B}{2a}$. 10 marks.

3. In triangle ABC, given $a = 41{\cdot}42$, $b = 37{\cdot}74$, and $C = 55° 12' 3''$, find A and B (to seconds).

Show also, how side c may be found without first finding the angles A and B. 10 marks.

4. In a triangle A B C, prove
$a(\cos B \cdot \cos C + \cos A) = b(\cos C \cos A + \cos B) = c(\cos A \cdot \cos B + \cos C)$.
10 marks.

5. An object is observed at three points, A, B, C, lying in a horizontal straight line which passes directly underneath the object; the angular elevation at B is twice that at A, and the angular elevation at C is three times that at A; AB = a, BC = b: show that the height of the object is

$$\frac{a}{2b}\sqrt{(a+b)(3b-a)}.$$

10 marks.

6. Prove that $\cos A + \sin A = (\tan 2A + \sec 2A)(\cos A - \sin A)$. 5 marks.

7. If s and s^1 be the segments of c, made by a perpendicular from C, the opposite angle of the triangle A B C, prove

$$\sin (A - B) = \frac{s - s^1}{c} \sin (A + B).$$

5 marks.

8. The shadow of a post, 9 feet long, is $3\sqrt{3}$ feet: find the sun's altitude. 5 marks.

9. Prove $\cos (n+2) A + \cos n \cdot A = 2 \cos (n+1) A \cdot \cos A$. 5 marks.

10. In any plane triangle, show that

$$(a^2 + b^2 - c^2) \tan C = (a^2 - b^2 + c^2) \tan B.$$ 5 marks.

log. 368 = 2·56585
log. 7916 = 3·89851
L tan 62° 23′ = 10·28137
L tan 62° 24′ = 10·28167
L tan 5° 4′ = 8·94773
L tan 5° 5′ = 8·94917

Appendix L.

Examination Questions.

Male Teachers.

All Papers.

MECHANICS.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. SULLIVAN, Head Inspector.
Mr. Ross, District Inspector.

1. A right pyramid upon a square base, whose side is 16 feet, has an altitude of 24 feet, and stands on a rough horizontal plane. Find, in foot-pounds, the work necessary to overturn it round one of its edges —a cubic foot of its material weighing 100 lbs. 10 marks.

2. One extremity B of a beam, AB, rests against a smooth vertical wall, BC, and the other upon a smooth horizontal plane, AC; required the horizontal force to be applied at A, in order that the beam may rest in a given position; find also the pressures on the wall and plane. (l = length of beam; w = weight; θ = angle beam makes with horizontal plane; centre of gravity at distance d from A.) 10 marks.

3. Divide an inclined plane whose length is s into x parts, such that the times of describing the successive parts shall be equal. 10 marks.

4. For a pendulum whose length = l, and whose time of oscillation = T, prove $T = \pi . \sqrt{\frac{l}{g}}$. 10 marks.

5. From a given square, show how to cut a triangle having one side of the square for its base, so that the centre of gravity of remaining portion may be at the vertex of the triangle. 10 marks.

6. An isosceles triangle, whose altitude is to its base as 3 : 2, is suspended by a string attached to one of the base angles: show that in the position of equilibrium the perpendicular from the vertex on the base will make an angle of 45° with the horizon. 5 marks.

7. A weight Q resting on a rough horizontal table is drawn along the table by a weight P attached to Q by means of a string, and passing over a pulley at the edge of the table; find the tension of the string. 5 marks.

8. A stone weighing 15 lbs. is thrown along ice with a velocity of 48 feet per second, and comes to rest after moving 376 feet; what is the force of friction? 5 marks.

9. If the force which acting horizontally will support a given weight on a smooth-inclined plane be double the force required if acting parallel to the plane; find the inclination of the plane. 5 marks.

10. A beam 45 feet long, balances itself on a point one-third of its length from the thicker end, but when a weight of 18 lbs. is suspended from the smaller end, the prop must be moved five feet towards it in order to maintain the equilibrium. Find the weight of the beam. 5 marks.

HYDROSTATICS AND HYDRAULICS.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. CONNELLAN, Head Inspector.
Mr. O'CONNELL, District Inspector.

1. A body weighs 30 grains in air; 20 grains in water; and 15 grains in nitric acid. Find the specific gravity of the body and of the acid. 10 marks.

2. The length of the suction tube of a common pump is 12 feet, and the piston, when at its lowest point, is 2 feet from the fixed valve. If at the first stroke the water rises 11 feet in the tube, find the extreme length of the stroke, supposing the water barometer to stand at 33 feet, and the area of the barrel to be three times that of the tube. 10 marks

3. Two bodies C and D balance each other in water. If the specific gravity of C be x, and that of D be y, calculate the ratio of the weights of C and D. 10 marks.

4. If a certain quantity of air have a volume of 50 cubic inches when the barometer stands at 30 inches, and the temperature is 41° F., calculate its volume when the barometer is at 29 inches, and the temperature is 81° F. 10 marks.

5. Show that if a balloon is partially inflated when it leaves the ground, its lifting power will be the same at all heights until it becomes fully inflated. 10 marks.

6. Describe fully the construction of the cistern barometer. 5 marks.

7. Determine the volumes of two liquids, the densities of which are respectively 1·3 and 0·7, and which produce a mixture of 3 volumes having the density 0·9. 5 marks.

8. Explain the method of finding the specific gravity of a solid body by means of Nicholson's hydrometer. 5 marks.

9. Describe the construction of the air pump gauge, and explain its uses. 5 marks.

10. The rate of efflux of a fluid from a vessel varies according as the efflux takes place through an ordinary cylindrical tube or through a capillary tube. Explain clearly the causes of this difference. 5 marks.

HEAT AND THE STEAM ENGINE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Connellan, Head Inspector.
Mr. O'Connell, District Inspector.

1. 1,000 cubic feet of gas at 32° F. increases to 1,366 cubic feet when heated to 212° F. From this fact deduce an expression for the volume of a gas subject to constant pressure and at a temperature t^1, its volume at temperature t being V. 10 marks.

2. The length of the stroke of an engine is 6 feet, and the pressure of the steam on entering the cylinder is 36 lbs. to the square inch. Assuming Boyle's Law of expansion, at what point of the stroke should the steam be cut off, so that the pressure at the end of the stroke may be 6 lbs. to the square inch? 10 marks.

3. Describe two methods of determining the specific heat of a solid body. Which method is to be preferred and why? 10 marks.

4. How do you determine the specific gravity of a gas? What corrections are made and why are they required? 10 marks.

5. Explain how the compensation pendulum may be used to regulate clocks. What relation should exist between the metals in order that the compensation may be accurate? 10 marks.

Appendix L.
Examination Questions.
Male Teachers.
A[1] Papers.

6. The piston of a steam engine has an area of 25 square inches, its stroke is 16 inches, and it makes 60 up and down strokes in one minute. If the pressure of steam is 15 lbs. to the square inch, find in foot-pounds the work performed by the engine in one hour and its effective horse power. 5 marks.

7. (*a.*) Enumerate the laws of the radiation of heat.
(*b.*) How is each of these laws experimentally demonstrated? 5 marks.

8. Describe any experiment by which the mode of investigating the laws of the conduction of heat through solids is illustrated. 5 marks.

9. Explain fully the construction of the Fahrenheit and Centigrade scales. Express 55° F. in the Centigrade scale and 78° C. in the Fahrenheit scale. 5 marks.

10. How is it shown experimentally that at the same temperature the vapours of different liquids have different elastic forces? 5 marks.

LIGHT AND SOUND.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Connellan, Head Inspector.
Mr. M'Neill, District Inspector.

1. Prove "If a ray of light be incident upon a spherical mirror in a direction parallel to the diameter of the mirror it will cut that diameter in a point equally distant from the centre and from the surface of the mirror at the point of incidence." 10 marks.

2. Express the relation between (*a*) the number of vibrations of a stringed instrument in a second and the tension; (*b*) between the number of vibrations and the density of the string. 10 marks.

3. Write a note on the calorific powers of the variously coloured rays of the spectrum. What are telluric lines? 10 marks.

4. Show how the magnifying power of a microscope may be determined experimentally by means of the micrometer. 10 marks.

5. Describe Kundt's method of determining the velocity of sound, in solids and in gases. 10 marks.

6. A candle at a distance of 120 centimetres from a lens forms an image on the other side of the lens at a distance of 200 feet, required the nature of the lens, and its focal distance. 5 marks.

7. What are Newton's rings? How are they explained? 5 marks.

8. How does the terrestrial telescope differ from the astronomical telescope? And show by means of a diagram how images are produced in the former. 5 marks.

9. Explain fully, with sketch, the phenomenon of diffraction. 5 marks.

10. Why is the velocity of sound in water greater than its velocity in air? Give the formula for calculating the velocity of sound in liquids and gases. 5 marks.

MAGNETISM AND ELECTRICITY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. SULLIVAN, Head Inspector.
Mr. M'NEILL, District Inspector.

1. What is the best arrangement of twenty cells, each of 0·8 ohm resistance, against an external resistance of 4 ohms? Explain your work, and state generally the arrangement of a multiple battery which produces the maximum effect. 10 marks.

2. "On an electrified metallic sphere the thickness of the electrical layer is uniform." How may this fact be demonstrated? What force does a sphere charged with a given quantity of electricity exert on a point at a given distance from the centre of the sphere? 10 marks.

3. Give a description of Morse's telegraph. 10 marks.

4. How is the electrical conductivity of metals effected by heat? Do liquids follow the same law? Taking K and K^1 as the conductivities of a metal at temperatures t° and o°, express K in terms of K^1. 10 marks.

5. Describe and explain the process of electrogilding? 10 marks.

6. Describe the working of an electric alarum? 5 marks.

7. What is a proof plane, and for what is it used? 5 marks.

8. Describe a magnetic battery. Explain why the force of the battery is not equal to the sum of the forces of its component parts. 5 marks.

9. Show that the inductive action which an electrified body exerts on an adjacent body in decomposing its neutral electricity is limited. (You may use a diagram). 5 marks.

10. What is the *Agonic* line? State roughly what course it takes. What are *Isogonic* lines? 5 marks.

INORGANIC CHEMISTRY.—50 Marks.

One hour and a half allowed.

N.B.—*Only five questions to be attempted.*

Mr. DOWNING, Head Inspector.
Mr. PEDLOW, District Inspector.

1. Describe the mode of preparing "*tinctura ferri acetatis.*" 10 marks.

2. Name three substances used as *mordants*; and describe a method of preparing any one of them. 10 marks.

3. Describe fully the way to prepare gold trichloride; and, from it, to obtain the "purple of Cassius." 10 marks.

4. Express in symbols and in words what takes place when—
   (*a.*) Chlorine gas is passed through a dilute solution of caustic soda; and when
   (*b.*) Sulphuretted hydrogen is passed over dry cyanide of mercury. 10 marks.

5. What is the best way to prepare sulphuretted hydrogen, and to ascertain its composition? Indicate by equations the reactions that take place when this gas is passed through aqueous solutions of $AgNO_3$ and PbO. 10 marks.

Appendix L.

Examination Questions

Male Teachers.

A[1] Papers.

6. What does Condy's fluid consist of? Mention some of its uses. 5 marks.

7. What are the most striking properties of *carbon disulphide*? 5 marks.

8. What is allotropism? Describe some allotropic forms of sulphur and carbon. 5 marks.

9. Express by symbols the following compounds:—sal-ammoniac, slaked lime, marble, marsh gas, rock salt. 5 marks.

10. What is the atomic heat of chlorine; and how has it been ascertained? 5 marks.

ORGANIC CHEMISTRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Downing, Head Inspector.
Mr. Chambers, District Inspector.

1. Explain what Dextrose is; and how it may be prepared. Account for the origin of its name. 10 marks.

2. Name six vegeto-alkaloids, classifying them both as to their source, and as to the elements contained. 10 marks.

3. Describe the process of *fractional* distillation, giving a sketch of the apparatus required. Explain the results. 10 marks.

4. Explain fully why lactic acid is also called oxy-propionic. Illustrate your answer with formulæ. 10 marks.

5. Describe and explain the action of sulphuric acid and of nitric acid upon cellulose. Give the formulæ, and show how hydroxyl is replaced by NO_2. 10 marks.

6. Explain the composition and use of anti-pyrine; and state whether it is a natural or an artificial product. 5 marks.

7. Give the symbol and popular name for methyl hydride; and explain how it may be prepared in the laboratory. 5 marks.

8. What is "vulcanized" india-rubber? How is vulcanite manufactured? 5 marks.

9. Place side by side the *empirical* and the *constitutional* formulæ for *ethyl alcohol*; and explain the significance of the latter formula. 5 marks.

10. What is *hæmatin*? How is it obtained? What metal does it contain, and in what proportion? 5 marks.

AGRICULTURAL CHEMISTRY.—50 Marks.

An hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Downing, Head Inspector.
Mr. Chambers, District Inspector.

1. How will you proceed to obtain nitrogen by means of "green vitriol"? Explain the process and result. 10 marks.

2. Name seven vegetable and animal substances that contain only *three* elements, and name these three elements. Name also five vegetable and animal substances that contain six elements each, and name the six, specifying those that are in very small proportion. 10 marks.

3. What are the constituents of *humic acid*; and how may this substance be prepared? Explain its use in vegetation. 10 marks.

4. If you expose crystals of sodium carbonate to the heat of a hot oven, in what proportion will the weight be diminished; and why? 10 marks.

5. The composition of a soil is as follows :—

Organic matter,	40
Silica in sand and clay,	778
Alumina (in clay),	91
Lime,	4
Magnesia,	1
Oxides of iron,	81
Loss,	5
	1,000

Is this soil fertile without manure, fertile with manure, or barren? Give reasons fully for your answer. 10 marks.

6. Name the organic compounds usually met with in plants, and describe any *two* of them. 5 marks.

7. What is the nature of *lithia*? Is it found in plants and animals? 5 marks.

8. Referring to the tabulations of results on eight experimental plots as given in text-book, what four manures most largely increased the produce of both corn and straw; and what manure had the effect of diminishing the produce of straw? 5 marks.

9. Describe fully, giving a sketch of the necessary apparatus, the mode of generating and collecting oxygen. 5 marks.

10. How may you ascertain whether a given substance is *nitric acid*? 5 marks.

ENGLISH LITERATURE.—60 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Newell, Head Inspector.
Mr. Hynes, District Inspector.

1. Write out as closely as you can the directions which *The Ladye* gave to *Sir William of Deloraine*. 12 marks.

2. Supply notes on :—

(*a.*) *Emerald rings on brown heath tracing.*

(*b.*) *On many a cairn's grey pyramid,*
Where urns of mighty chiefs lie hid.

(*c.*) *He learned the art that none may name,*
In Padua far beyond the sea.

(*d.*) *A stranger fill'd the Stuart's throne.* 12 marks.

3. Give an account of Addison's connexion with Ireland. 12 marks.

4. State and discuss the two most serious faults which can, with justice, be imputed to Addison. 12 marks.

Appendix L. Examination Questions.

Male Teachers.

A[1] Papers.

5. Give an account of the political changes which from time to time affected Addison's fortunes. 12 marks.

6. What was Steele's original aim in publishing the *Tatler*? What were his qualifications for the work? 6 marks.

7. When and why did the *Spectator* cease to appear? 6 marks.

8. *Alas! fair dames, your hopes are vain.* Write out the next five lines. 6 marks.

9. Who was *Isaac Bickerstaff*? 6 marks.

10. Quote the words of the *Mountain Spirit*, which refer to the unkind influence of the stars on Branksome tower. 6 marks.

SPHERICAL TRIGONOMETRY.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Sullivan, Head Inspector.
Dr. Bateman, District Inspector.

1 If a and b are two sides of a spherical triangle, C the spherical angle contained between them, and C^1 the rectilineal angle contained between the chords of a and b, prove

$$\cos C^1 = \cos C \cos \tfrac{1}{2}a \cdot \cos \tfrac{1}{2}b + \sin \tfrac{1}{2}a \sin \tfrac{1}{2}b.$$

10 marks.

2. In the equilateral spherical triangle A B C, show that

$$\tan^2 \frac{a}{2} = 1 - 2 \cos A, \text{ and that } \sec A = 1 + \sec a.$$

10 marks.

3. Given two sides a and b of a spherical triangle, and the included angle C, find by means of an auxiliary angle, an expression adapted to logarithms, for calculating c, without finding A and B. 10 marks.

4. If $C = \frac{1}{2}\pi$ prove $\sin \frac{1}{2}E = \dfrac{\sin \frac{1}{2}a \sin \frac{1}{2}b}{\cos \frac{1}{2}c}$ where E is spherical excess.

10 marks.

5. In a spherical triangle, prove

$$\cos^2 \tfrac{1}{2}c = \cos^2 \tfrac{1}{2}(a-b) \cdot \cos^2 \tfrac{1}{2}C + \cos^2 \tfrac{1}{2}(a+b) \cdot \sin^2 \tfrac{1}{2}C.$$

10 marks.

6. ABC is a right-angled spherical triangle, A not being the right angle: show that if $A = a$, then c and b are quadrants. 5 marks.

7. In a spherical triangle if $b + c = \pi$ show that $\sin 2B + \sin 2C = 0$. 5 marks.

8. Given the three angles of a spherical triangle A B C = four right angles, prove $\cos \frac{1}{2}c = \sqrt{\cot A \cot B}$. 5 marks.

9. Show that the area of a spherical triangle varies as the spherical excess. 5 marks.

10. If D = length of a degree at the equator, d = length in latitude l, prove $d = D \cdot \cos l$. 5 marks.

REASONING.—50 marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. DOWNING, Head Inspector.
Mr. W. A. BROWN, District Inspector.

1. In describing Arguments as—Syllogistic, not syllogistic, categorical, hypothetical, demonstrative, probable, direct, indirect, a priori, from testimony, from analogy, from example, by parity of reasoning; how many cross-divisions are made? Separate them, and explain the principle on which you proceed. 10 marks.

2. If the major term of a syllogism be the predicate of the major premise, show what the quality of the minor premise must be. 10 marks.

3. Explain the difference between reasoning from example and reasoning by analogy. 10 marks.

4. By adducing the case of a dog deterred from injuring sheep by fear of punishment, refute, in syllogistic form, the proposition that—"No agent incapable of distinguishing moral good and evil can be deterred from any act by apprehension of punishment."

Show then in what mood and figure your syllogism is. 10 marks.

5. A is the murderer of B, because he was the only person about the place at the time when the murder was committed. $(\frac{2}{3}.)$

The man who purchased the weapon with which the murderous deed was committed is the murderer of B. $(\frac{4}{5}.)$

A is *undoubtedly* the man who purchased the weapon found near B.

B was murdered with the weapon found near him. $(\frac{5}{6})$.

The fraction after each premise about which there is any doubt indicates its degree of probability. Calculate the probability of the conclusion. 10 marks.

6. Show by example that there may be more certainty about a matter-of-opinion than about a matter-of-fact. 5 marks.

7. What kind of proposition is each of the following:—

"Men only disagree of creatures rational."
"Fame is no plant that grows on mortal soil."
"Every mistake is not culpable."

Convert the first and the last of these propositions. 5 marks.

8. What is meant by a wide induction? Give an illustration of the necessity for it. 5 marks.

9. If you convert the hypothetical premise of a conditional syllogism by taking the contradictory of the antecedent for consequent, and the contradictory of the consequent for antecedent, what change do you effect in the syllogism? Give an example. 5 marks.

10. Why is it that a single experiment in physical science is often allowed to be conclusive? 5 marks.

METHODS OF TEACHING.—60 Marks. A Papers.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. SULLIVAN, Head Inspector.
Mr. HOGAN, District Inspector.

1. Draw a plan of a room 60 feet by 30 feet, with sufficient desk and gallery accommodation for maximum attendance. Show draft circles, and indicate the manner in which "changes" are made. 12 marks.

Appendix L.

Examination Questions.

Male Teachers.

A Papers.

2. A male school of 55 pupils, has two monitors both in 6th class, and both in 2nd year as monitors. The school hours are 10 to 3. Write out a time table for the monitors, (*a*) during schoolhours, (*b*) showing the extra (special) instruction—times and subjects—for each day of the week. 12 marks.

3. Write out "notes of lessons" on *Real Accounts* in Book-keeping. 12 marks.

4. What school subjects are specially useful in training the eye in perception of *form*? Mention school exercises which afford valuable training for the eye, and which *also* cultivate attention and memory. 12 marks.

5. Mention the chief conditions necessary, in order that a question may be a good one. Mention also some faulty methods of asking questions. 12 marks.

6. Under what circumstances and with what object is geography to be taught without a map? How is the atlas to be used in preparing home lessons? 6 marks.

7. "Operations in the simple and compound rules are fit only for the junior classes." Discuss this statement fully, giving reasons. 6 marks.

8. "For the Angel of death spread his wings on the blast,
And breathed on the face of the foe as he passed:
And the eyes of the sleepers waxed deadly and chill,
And their hearts but once heaved, and for ever grew still!"

Give questions on these lines which will properly draw out the meanings of words and context. 6 marks.

9. In what classes is the grammar text book to be used? What portions of the text book should be committed to memory by 5th class pupils? 6 marks.

10. Give the programme for pupils (first year) in handicraft. 6 marks.

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Hamilton, Head Inspector.
Mr. Keenan, District Inspector.

1. A sum of £4,500 is to be paid at the end of 11 years. How much will pay off this debt at the end of four years, compound interest being allowed at $4\frac{1}{2}$ per cent. per annum on the sum paid? 20 marks.

2. Two numbers are divided by a third, and the quotients are found to be prime to each other; prove that the divisor is the greatest common measure of the two numbers. 20 marks.

3. I invested part of £500 in a speculation, by which I gained ten per cent., but by investing the remainder in another speculation, I lost $6\frac{1}{4}$ per cent., thereby reducing my gain on the whole to $4\frac{1}{8}$ per cent. Find the particular investments. 20 marks.

4. Find by logarithms a fourth proportional to the fifth power of eleven, the fourth power of seven, and the fifth power of five. 20 marks.

5. Find a series of fractions converging to $\frac{53}{273}$. 20 marks.

6. The exchange between Paris and Amsterdam is 117 francs for 55 florins; between Amsterdam and Hamburg, 11 florins for 13 marks; between London and Paris, 25·5 francs for £1.

Find the exchange between London and Hamburg. 10 marks.

7. Explain clearly what is meant by the sum to infinity of a decreasing geometrical series.

Find the sum to infinity of the series 1, $\frac{1}{2}$, $\frac{1}{4}$, &c. 10 marks.

8. Multiply by duodecimals 7 feet, 5 inches, 9 pts., by 9 feet, 6 inches, 9 pts.; then multiply the result by 4 inches, 7 pts., and give the answer in cubic inches and the fraction of a cubic inch. 10 marks.

9. Divide £522 10*s.* into three parts, so that the simple interest at 5 per cent. on the first for 48 days, that on the second for 54 days, and that on the third for 64 days, may be all equal. 10 marks.

10. Find the present value of a yearly payment of £20 continued for eight years, at $4\frac{3}{4}$ per cent. per annum. 10 marks.

log 2 = ·3010300 log 3 = ·4771213
log 7 = ·8450980 log 11 = 1·0413927
log 46588 = 4·6682741, difference = 93.

GRAMMAR AND DERIVATIONS.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five of these questions, of which the parsing exercise must be one, are to be attempted.*

Mr. Purser, Head Inspector.
Mr. Murphy, District Inspector.

1. A *moment*, then the *volume spread*,
And one short spell therein he read,
It had *much* of glamour might,
Could make a ladye seem a knight;
The cobwebs on a dungeon wall
Seem tapestry in lordly hall;
A *nut-shell* seem a gilded barge.

* * *

All was delusion, *nought* was *truth*.
Now, if you *ask who* gave the stroke
I cannot tell, *so mot I thrive*;
It was not given by man *alive*.

Parse fully the words in *italics*, and write a paraphrase of the first seven lines. 20 marks.

2. Write a particular analysis of the following:—

The thunder-clouds close o'er it, which when rent
The earth is covered thick with other clay,
Which her own clay shall cover—heaped and pent,
Rider and horse—friend, foe—in one red burial blent.

12 marks.

Appendix L.

Examination Questions.

Male Teachers.

A Papers.

3. Referring to a quotation from the "Saxon Chronicle," written one hundred years after the Conquest, Sullivan points out three important changes in the language, which had taken place during the century. Mention these, and give Ben Jonson's remarks on one of them. 10 marks.

4. Name the authors in favour of *as follow*, and of *as follows*:— What explanations of this idiom are given by the different grammarians? 8 marks.

5. Write down Edwardes' Third Rule of Government (relating to the possessive case), and give a summary of the lesson under it. 10 marks.

6. Enumerate the different constructions in which the infinitive mood may occur, and state in each case the syntactical relation of the infinitive to the accompanying word or words. 5 marks.

7. Enlarge "autumn is coming" by not fewer than three adjuncts, and explain their nature. 5 marks.

8. Derive—*sift, rundle, anachronism, ditch, want.* 5 marks.

9. Distinguish between the attributive and predicative use of adjectives. 5 marks.

10. What is the rule of punctuation for the words of another person

(*a.*) When they are merely reported;
(*b.*) When they are formally quoted? 5 marks.

PENMANSHIP.—40 Marks.

Half an hour allowed for this exercise.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages:—

O, I do fear thee, Claudio; and I quake,
Lest thou a feverous life should'st entertain,
And six or seven winters more respect
Than a perpetual honour. Darest thou die?
The sense of death is most in apprehension;
And the poor beetle, that we tread upon,
In corporal sufferance finds a pang as great
As when a giant dies.

If upon viewing the remains of this ancient seat of royalty, we feel disappointed, and even question the tales of its former magnificence, let us consider that since the latest period during which the kings and chiefs of Ireland were wont here to assemble thirteen centuries have elapsed, and our surprise will be not that so few indications of ancient grandeur are to be found, but that any vestige remains.

GEOMETRY AND MENSURATION.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Only geometrical solutions will be accepted, and only the propositions of Euclid may be assumed.

Mr. Sullivan, Head Inspector.
Mr. Dalton, District Inspector.

1. The feet of the perpendiculars let fall on the sides of a triangle from any point in the circumference of the circumscribed circle are collinear. 20 marks.

2. The rectangle contained by the side of an inscribed square standing on the base of a triangle, and the sum of the base and altitude, is equal to double the area of the triangle. 20 marks.

3. Describe a circle through a given point and touching two given lines. 20 marks.

4. A regular hexagon is inscribed in a circle, and the whole revolves round a diameter of the circle which joins two opposite points of the hexagon. Find the volume of the solid enclosed between the surfaces which they respectively trace out, being given radius of circle = 10 inches. 20 marks.

5. Given the base of a triangle, the vertical angle and the radius of the inscribed circle. Construct it. 20 marks.

6. If two circles be concentric all tangents to the inner from points on the outer are equal. 10 marks.

7. If the rectangle contained by the extremes of four right lines be equal to the rectangle contained by the means, the four lines are proportional. 10 marks.

8. The diameter of the inner surface of an iron garden roller is 20 inches, the roller is half an inch thick and its length is 30 inches. Find its weight, supposing a cubic inch of iron to weigh 4·562 ounces. 10 marks.

9. Construct a triangle in which the vertical angle will be half of either of the base angles. 10 marks.

10. Draw a perpendicular to a given line to touch a given circle. 10 marks.

ENGLISH COMPOSITION.—50 Marks.

Two hours allowed for this subject.

N.B.—*Only one subject to be selected.*

Mr. Purser, Head Inspector.
Dr. Moran, District Inspector.

1. How to spend a summer vacation.
2. The blessings of peace.

ALGEBRA.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Hamilton, Head Inspector.
Mr. Dewar, District Inspector.

1. Solve the equations:—

$$x^{\frac{1}{2}} + y^{\frac{1}{2}} = 3x \quad \text{and} \quad x^{\frac{1}{2}} + y^{\frac{1}{2}} = x. \qquad 20 \text{ marks.}$$

2. Construct the equation whose roots are the reciprocals of the roots of $ax^2 + bx + c = 0$. 20 marks.

Appendix L.

Examination Questions.

Male Teachers.

A Papers.

3. Simplify—

$$\frac{(p^2+2p+1)^{\frac{1}{2}}+(p+1)^{\frac{1}{2}}(q+1)^{\frac{1}{2}}+(q^2+2q+1)^{\frac{1}{2}}}{(p+1)^{\frac{1}{2}}+(q+1)^{\frac{1}{2}}} \cdot \frac{(p+1)^{\frac{1}{2}}-(q+1)^{\frac{1}{2}}}{(p+1)^{\frac{1}{2}}-(q+1)^{\frac{1}{2}}}.$$

20 marks.

4. Prove that $x^n - y^n$ is divisible without remainder by $x^2 - y^2$, when n is an even positive integer. 20 marks.

5. If a, b, c be in geometrical progression, and x, y be the arithmetical means between a, b and b, c respectively, prove that

$$\frac{1}{x}+\frac{1}{y}=\frac{2}{b}, \text{ and } \frac{a}{x}+\frac{c}{y}=2. \quad 20 \text{ marks.}$$

6. (a). What meaning do you assign to $a^{\frac{m}{n}}$ and to a^{-n}?

(b). Extract the square root of $\sqrt{27}+\sqrt{15}$. 10 marks.

7. The small wheel of a bicycle makes 135 turns more than the large wheel in running 260 yards; if the circumference of each were one foot more, the small wheel would make 54 turns more than the large wheel in running 140 yards. Find the circumference of each wheel. 10 marks.

8. Divide the product of:—

$$ma+nb+\frac{(m^2+n^2)b^2}{ma-nb} \quad \text{and} \quad ma-nb-\frac{(m^2-n^2)a^2}{ma+nb}$$

by $$m^2a^2+n^2b^2-\frac{(m^4-n^4)b^4}{m^2a^2-n^2b^2}.$$ 10 marks.

9. (a). Show that $x-3$ is a factor of $x^3+3x^2-10x-24$, and find the other factors.

(b.) Resolve into three factors:—

$$x^3-(b+c-a)x^2+(bc-ca-ab)x+abc. \quad 10 \text{ marks.}$$

10. Solve the equation:—

$$\sqrt{a-x}+\sqrt{b-x}=\sqrt{a+b-2x}. \quad 10 \text{ marks.}$$

HISTORY.—40 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Downing, Head Inspector.
Mr. M'Elwaine, District Inspector.

1. What was the occasion of the war during which the battle of Magenta was fought? What peace concluded that war, and what redistribution of territory followed? 8 marks.

2. Relate the chief incidents of the struggle of the Greeks against Persian invasion; giving the names of the great Grecian leaders, and the dates of any two remarkable events of that period. 8 marks.

3. Describe the nature of the revolution that occurred in Japan in 1869. 8 marks.

4. State briefly the changes of Government through which the Netherlands have passed from the 14th century to the present date. 8 marks.

5. Relate the incidents of the uprise and rule of the Maccabees. 8 marks.

6. What led to the bombardment of Copenhagen in 1807? 4 marks.

7. Who were the Shepherd Kings? When and where did they flourish? 4 marks.

8. What is the date of the battle of Leipsic? Who were the belligerents? 4 marks.

9. What was the Amphictyonic Council? 4 marks.

10. In what war did Gustavus Adolphus make himself noted? 4 marks.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Downing, Head Inspector.

Mr. Alexander, District Inspector.

1. Draw a map of South Africa, and indicate upon it the positions of:—Cape Colony, Cape Town, Algoa Bay, Natal, Orange Free State, Zululand, Transvaal, Griqualand, Basutoland, Kaffraria, the land of the Hottentots, and the rivers—Orange, Umtamfume, and Tugela. 12 marks.

2. On the 20th April, 1837, the moon appeared eclipsed before the sun had set: how is this phenomenon explained? 12 marks.

3. Where, exactly, is Wallachia? Where, outside this territory, are the inhabitants described as Wallachians? What distinguishes them as a race? What do they call themselves? 12 marks.

4. Give a list of the principal rivers of North America, with their tributaries, and the cities or important towns on them. Indicate also, in each case, the source and the termination of the river. 12 marks.

5. What peculiarities in the apparent motions of the planets were the ancients unable to account for? How are these apparent motions now explained? 12 marks.

6. In the distribution of plants and animals what is understood by the Ethiopian region? Name the plants and animals characteristic of this region. 6 marks.

7. Within what limits are the diameters of cyclones said to vary; and in what direction do these winds rotate in our hemisphere? 6 marks.

8. Give the names of the divisions of the strip of Arabia lying along the east side of the Red Sea, with their respective chief towns. 6 marks.

9. Name, and describe the position of "the Bay Islands." To whom do they belong? 6 marks.

10. What changes of circumstances have caused the following names to be no longer appropriate as they were originally?—Ostia, Algiers, Cinque Ports. 6 marks.

Appendix L.

Examination Questions.

Male Teachers.

PLANE TRIGONOMETRY.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. SULLIVAN, Head Inspector.
Mr. M'CLINTOCK, District Inspector.

1. From a point on a hill side of uniform slope an obelisk on its summit subtends an angle A, and a feet nearer the top it subtends an angle B; if h be the height of the obelisk, prove that the cosine of the angle of inclination of the hill to the horizon is

$$\frac{a \sin A \sin B}{h \sin (B - A)}.$$

10 marks.

2. In a triangle, prove

$$(b + c) \cos A + (c + a) \cos B + (a + b) \cos C = a + b + c.$$

10 marks.

3. In a triangle

Given $a = 23{\cdot}2$, $b = 22{\cdot}9$, $C = 15° 12.$

Find angle A,

log 461 = 2·66371.	L tan 82° 24′ = 10·87475.
log 300 = 2·47712.	L tan 2° 48′ = 8·68886.
	L tan 2° 47′ = 8·68627.

and show how c may be found. 10 marks.

4. $A+B+C=180°$. Prove that

$$\cos 2A + \cos 2B + \cos 2C + 4 \cos A \cos B \cos C + 1 = 0.$$

10 marks.

5. Prove the following identity—

$$\tan A + \tan(60° + A) + \tan(120° + A) = 3 \tan 3A.$$

10 marks.

6. Given— $\sin A = \frac{2}{3}$; $\cos B = \frac{2}{5}$.

Find— $\sin(A + B)$;
$\sin 2A$;
$\cos 3B$. 5 marks.

7. In a plane triangle prove the formula

$$\sin \tfrac{1}{2} A = \sqrt{\frac{(s-b)(s-c)}{bc}}.$$

5 marks.

8. Establish the ordinary formula for $\cos(A - B)$ in terms of the sines and cosines of A and B. 5 marks.

9. "The sum of any two sides of a triangle is to the third side as the cosine of half the difference of the opposite angles is to the sine of half the contained angle." Prove. 5 marks.

10. Prove—

$$\frac{\sec A + \sec B}{\cos A + \cos B} = \sec A . \sec B.$$

5 marks.

MECHANICS.—50 Marks.

An hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. SULLIVAN, Head Inspector.
Mr. ROSS, District Inspector.

1. A weight of 12 lbs. is attached to one end of a string: find the weight which must be attached to the other end so that when the system is arranged as in Atwood's machine the acceleration may be one third that of gravity. 10 marks.

2. With what velocity must a body be projected downwards so as in n seconds to overtake another body which has already fallen through a distance h? 10 marks.

3. If two bodies resting on two opposite inclined planes and connected by a cord passing over a pulley at the common summit are in equilibrium, prove that the pressures on the planes are inversely as the tangents of their inclinations. 10 marks.

4. A projectile is fired off at a velocity v, and at an angle α with the horizontal plane. Find the whole time of flight. 10 marks.

5. A body whose weight is 10 tons is moving in a circle of 64 feet radius with a velocity of 40 feet per second. Determine the centrifugal force in tons. 10 marks.

6. Prove that the time of descent down all chords of a vertical circle starting from the highest point is constant. 5 marks.

7. A uniform beam AB is hinged at A and the end B is supported by a string attached to a point C vertically above A. Show that the direction of the re-action at the hinge A bisects the string BC. 5 marks.

8. Three forces which are not parallel are in equilibrium. Show that their directions must meet in a point. 5 marks.

9. Sketch a system consisting of two movable pulleys with a single cord. Find the power which by means of this system will sustain 1 cwt., each pulley weighing 1 lb. 5 marks.

10. A ball moving at the rate of 10 feet per second impinges at an angle of 30° upon a plane, the common co-efficient of elasticity being $\frac{1}{\sqrt{3}}$. Find its direction and velocity after reflexion. 5 marks.

HYDROSTATICS AND HYDRAULICS.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. CONNELLAN, Head Inspector.
Mr. O'CONNELL, District Inspector.

1. Given a body A which weighs 7·55 grammes in air, 5·17 grammes in water, and 6·35 grammes in another liquid B; from these data required the density of the body A and that of the liquid B. 10 marks.

2. Explain the principle on which a fire engine is constructed. 10 marks.

Appendix L.

Examination Questions.

Male Teachers.

A Papers.

3. Calculate the ascensional force of a spherical balloon of oiled silk which, when empty, weighs 62·5 kilos, and which is filled with impure hydrogen, the density of which is $\frac{1}{13}$ that of air, the oiled silk weighs 0·25 kilo the square metre. 10 marks.

4. (*a.*) Define the "true" and "apparent" levels of liquids; (*b.*) Why do not the surfaces of all seas form a true level? 10 marks.

5. Describe the Hydraulic Press (Brahma's). The diameter of the large piston in a hydraulic press is 10 inches, and of the small piston $\frac{1}{2}$ inch. The lever is 1 ft. 8 in. long, and is attached to the small piston rod at a point 2 inches from the fulcrum. What weight would be raised by a power of 1 cwt.? 10 marks.

6. Explain fully how water is used as a motive power in turbine wheels. Why is the full theoretical effect of a fall of water never realised? 5 marks.

7. Mention some of the practical uses to which the condensing pump has been applied. 5 marks.

8. Whether is the mean height of the barometer greater in summer or winter? How is the difference explained? 5 marks.

9. What is the theoretical velocity of water from an aperture if the surface of the water is 9 feet above the aperture? 5 marks.

10. A sphere whose radius is 6 inches, and weight 40 lbs., is suspended by a string: calculate the tension in the string when the sphere is wholly immersed in water. 5 marks.

HEAT AND THE STEAM ENGINE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Connellan, Head Inspector.
Mr. O'Connell, District Inspector.

1. A clock has a brass pendulum whose coefficient of expansion is ·000189, what will be the difference in its rate per day when the temperature is 0° C, and when it is 30° C.? 10 marks.

2. Describe the construction of Papin's Digestor. 10 marks.

3. Find the work done in one minute by an engine with cylinder 18 inches diameter, and 22 inches stroke, making 40 double strokes per minute, with a mean pressure of 50 lbs. per square inch. 10 marks.

4. Describe an experiment for determining the maximum density of water.

At what temperature does a given quantity of water occupy the smallest space? 10 marks.

5. How is it shown experimentally, that every vapour has a point of maximum density? 10 marks.

6. If a bulb of thin glass with a narrow stem containing some liquid be immersed in hot water, the liquid first sinks and immediately after rises again. Explain the cause. 5 marks.

7. Enumerate Dalton's Laws of the mixtures of gases and vapours. 5 marks.

8. What is meant by a single acting engine, and why so called? 5 marks.

9. Explain the principle of the use of glass shades to protect plants from frost. 5 marks.

10. Describe the construction and use of the "Weight Thermometer." 5 marks.

LIGHT AND SOUND.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Connellan, Head Inspector.
Mr. M'Neill, District Inspector.

1. Show by means of diagrams the positions and sizes of images of objects placed before (*a*) convex mirrors; (*b*) concave mirrors.
Under what circumstances will the image be inverted? 10 marks.

2. What is meant by spherical aberration, and what by chromatic aberration? Sketch an achromatic lens. 10 marks.

3. (*a.*) Describe by means of a diagram the Galilean Telescope.
(*b.*) How is its magnifying power measured? 10 marks.

4. Investigate the effects produced on the velocity of sound by a rise of temperature of the atmosphere. Give a formula for determining the velocity for any given temperature. 10 marks.

5. What relations subsist between the notes which form a harmonic triad? What constitutes a major chord? 10 marks.

6. Find the magnifying power of a lens of $\frac{1}{10}$ inch focus, the distance of distinct vision being 15 inches. 5 marks.

7. Show by means of a diagram how "Virtual" images are formed. 5 marks.

8. What changes take place in the larynx in the production of high and low notes respectively? 5 marks.

9. "The intensity of sound depends on the density of the air in the place in which it is produced." Give illustrations of this law. 5 marks.

10. A wire stretched by a weight of 13 kilos sounds a certain note; what must be the stretching weight to produce the major third? 5 marks.

MAGNETISM AND ELECTRICITY—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Sullivan, Head Inspector.
Mr. McNeill, District Inspector.

1. Describe the construction and explain the action of Thomson's Quadrant Electrometer. 10 marks.

2. Give the formula by which Häcker expresses the portative force of a magnet. Explain the terms used. 10 marks.

3. Describe a galvanometer, and explain the manner of using it. 10 marks.

4. Explain how electricity may be *stored*. What are secondary batteries? 10 marks.

5. Explain the causes which lead to the rapid weakening of the voltaic current in the case of elements with a single liquid. 10 marks.

6. "On an ellipsoid the electrical density is different in different parts, while the potential is everywhere the same." Explain and illustrate the statement. 5 marks.

Appendix L.

Examination Questions.

Male Teachers.

A Papers.

7. Describe the construction of Zamboni's *dry piles*. How is their action affected by temperature? 5 marks.

8. Distinguish between the declination and inclination of a magnetic needle. Give (approximately) the amount of each at present in London. 5 marks.

9. What is a residual charge? Explain fully. 5 marks.

10. State Coulomb's law with reference to the variation of magnetism with distance. Describe any one of the ways by which the law may be proved. 5 marks.

INORGANIC CHEMISTRY.—50 Marks.

One hour and a half allowed.

N.B.—*Only five questions to be attempted.*

Mr. Downing, Head Inspector.
Mr. Chambers, District Inspector.

1. Describe fully the mode of preparing *Phosphuretted Hydrogen*, and of exhibiting the smoke rings. Explain carefully the precautions to be taken to prevent explosion; and give a sketch of the apparatus required. 10 marks.

2. How can a soluble phosphate of lime be obtained from an insoluble phosphate? Give the equation which illustrates the process; and explain the equation. 10 marks.

3. Explain Dr. Angus Smith's method of testing whether a suspected atmosphere is dangerous to life or not. 10 marks.

4. If I give you a sample of a salt of an acid, how will you proceed to assign it to the proper "*group*"; and how will you subsequently proceed so as, with the aid of tables, to define the kind of salt? 10 marks.

5. Describe the chief properties of the metal lithium; how may its presence be detected? Show that it holds a place intermediate between the alkalies and the alkaline earths. 10 marks.

6. What is the advantage of using *red* phosphorus in the manufacture of matches? To whom are we indebted for this discovery? 5 marks.

7. How may the presence of sulphuretted hydrogen be detected? What substance serves for a deodoriser of an atmosphere tainted with this gas? Explain the reaction. 5 marks.

8. How may CO_2 be prepared, and how may its liquefication be effected? 5 marks.

9. Name six substances that should not be fused or heated in platinum crucibles; and state the reason. 5 marks.

10. How do you prepare ozone test paper? 5 marks.

ORGANIC CHEMISTRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Downing, Head Inspector.
Mr. Pedlow, District Inspector.

1. When fermentation is proceeding, with what food must the organism of the ferment be supplied? In what is this food usually contained? 10 marks.

2. Give the formula for Carbolic Acid, and state how this substance is obtained from coal tar. 10 marks.

3. Describe the appearance, composition, and use of *chloral hydrate*, and mention how its efficacy is explained. 10 marks.

4. Give the general formula for hydrocarbons of the paraffin group; and explain the origin of this name, "paraffin." 10 marks.

5. Describe how glycerine is made from olive oil. 10 marks.

6. Write out the formulæ for *formic* and *acetic* acids, so as to make the relation of these compounds obvious. 5 marks.

7. What do the Germans call *esters*? Explain why this new name is required. 5 marks.

8. Describe the appearance of *glacial acetic* acid above and below 17° C; and also the effect on the specific gravity of this substance of the gradual addition of water. 5 marks.

9. State the composition and properties of camphor. 5 marks.

10. Explain the following:—

$$C_2H_2O_4 = CH_2O_2 + CO_2.$$

5 marks.

AGRICULTURAL CHEMISTRY.—50 Marks.

An hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Downing, Head Inspector.
Mr. Pedlow, District Inspector.

1. Comparing the bran with the flour of wheat, in what three constituents is the difference very marked? State which of those two parts of wheat contains the larger proportion of each of these three constituents. 10 marks.

2. For what crops are the following artificial manures especially recommended:—*Kainite, nitrate of soda, phosphate of lime, gypsum, coal-soot*? 10 marks.

3. Show by means of a diagram the position and comparative quantity of (*a*) oil, (*b*) starch, and (*c*) albumen, in the seeds of Indian corn, wheat, and barley respectively. 10 marks.

4. How is caustic potash obtained? 10 marks.

5. On examining a table giving the composition of various kinds of crop, what three substances stand out prominently as existing in large proportion in grain crops; and which two of them exist also in large proportion in root crops? What fact is disclosed respecting these substances by a table giving the composition of various soils; and what is the practical inference? 10 marks.

6. What is an oxide? Describe an experiment designed to illustrate the nature of one. 5 marks.

7. How has the nitre that we obtain from South America been produced? 5 marks.

8. It is said that a little smelling salts exposed in a greenhouse will cause the plants to speedily assume a more healthy appearance. How is this explained? 5 marks.

9. What substance gives a red or ochry colour to soils? 5 marks.

10. Why is it considered certain that fluorine must exist in the soil? 5 marks.

Appendix L.

Examination Questions.

Male Teachers.

A Papers.

ENGLISH LITERATURE.—60 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. NEWELL, Head Inspector.
Dr. MORAN, District Inspector.

1. *So passed the anxious night away,*
And welcome was the peep of day.

What were the rumours and alarms of this anxious night? How was the "noble dame," the Duchess of Buccleuch, employed at the time? 12 marks.

2. *One short spell therein he read.*

What power did this spell possess? 12 marks.

3. Quote the substance of the essayist's comparison of the peculiar pleasantry of Addison with that of the two other most eminent masters of the art of ridicule during the eighteenth century. 12 marks.

4. Give an account of the places Addison visited on the continent. 12 marks.

5. Sketch briefly Macaulay's estimate of the character of Alexander Pope. 12 marks.

6. How did the "*heir of bold Buccleuch*" address the English archer? 6 marks.

7. *France had no Somersets and Shrewsburys to keep down her Addisons and Priors.* Explain this statement, and give the context. 6 marks.

8. How is *Gay* mentioned in the essay in connexion with Addison? 6 marks.

9. What evidences are brought forward by Macaulay to prove that Addison possessed extraordinary conversational powers? 6 marks.

10. Explain the words, *rushy floor, slogan, morris, basnet, gramarye, bowne*? 6 marks.

SPHERICAL TRIGONOMETRY.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. SULLIVAN, Head Inspector.
Dr. BATEMAN, District Inspector.

1. If ABC be a spherical triangle in which C is a right angle, prove

$$\tan\tfrac{1}{2}(c+a)\tan\tfrac{1}{2}(c-a)=\tan^2\frac{b}{2}.$$

10 marks.

2. In the spherical triangle ABC, if D be the middle point of AB, show that $\cos AC+\cos BC=2\cos\tfrac{1}{2}AB\cos CD$. 10 marks.

3. In a spherical triangle ABC, show that—

$$\cot A\sin C=\cot a\sin b-\cos C\cos b.$$ 10 marks.

4. In a spherical triangle ABC, if

$C=\tfrac{1}{2}\pi$, prove that $\sin^2\tfrac{1}{2}a\sin^2\tfrac{1}{2}b+\cos^2\tfrac{1}{2}a\cos^2\tfrac{1}{2}b=\cos^2\tfrac{1}{2}c$.

10 marks.

5. In a quadrantal triangle, c being $=\frac{1}{2}\pi$,

$$\cos a = -\cot C \tan B.$$ 10 marks.

6. In a right-angled spherical triangle given a and B, show that A, b, and c may be found. 5 marks.

7. Assuming the usual expression for cos A, prove

$$\sin^2\tfrac{1}{2}A = \frac{\sin(s-b)\sin(s-c)}{\sin b \sin c}.$$ 5 marks.

8. Prove that the sides of a right-angled spherical triangle are of the same affection as their opposite angles. 5 marks.

9. In a spherical triangle, if $A=a$, show that B and b are equal or supplemental, as also C and c. 5 marks.

10. If a, b, and c be the sides of the primitive triangle, and A^1, B^1, C^1 be the angles of the polar triangle, prove that $a + A^1 = 180°$. 5 marks.

METHODS OF TEACHING.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Sullivan, Head Inspector.
Mr. Hogan, District Inspector.

1. A school having an attendance of 90, is taught on the tripartite system. Give the ground plan of a suitable school-room (there is no class room), indicating length and breadth of room; number, position, and length of desks; draft circles, and galleries. 12 marks.

2. With regard to evening schools, give—

(1.) The Rules as to payment of teachers, (2) The Rules which regulate the examination of pupils for results' fees. 12 marks.

3. Write out fully the programme for second year monitors (Boys); also the programme for fifth year monitors in Agriculture and in Book-keeping. 12 marks.

4. Write notes of lessons on the addition of vulgar fractions. 12 marks.

5. Describe fully how exercises in mental arithmetic are to be carried on in the senior classes. 12 marks.

6. Give a sketch of the geographical lessons which a child should have received before he is introduced to the Map of the World. 6 marks.

7. "The teacher will find the use of cards a great aid in stimulating the pupils to rapidity in working arithmetical exercises." Describe the cards here referred to, and the manner of using them. 6 marks.

8. On what principle do you proceed in correcting mistakes made by pupils in reading? What is your practice with regard to errors of pronunciation? 6 marks.

9. Explain how it is that more room is required for each child in a school with an average attendance of 250, than in one of 60. What cubic space is required for each child in each case? 6 marks.

10. "Do not ask the meanings of obvious word." Why not? 6 marks.

Appendix L.

Examination Questions.

Male Teachers.

B Papers.

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. HAMILTON, Head Inspector.
Mr. KEENAN, District Inspector.

1. When a vulgar fraction becomes a circulating decimal, what is the greatest possible number of figures in the period? Explain fully.
Determine the number of figures in the period obtained from $\frac{1}{7}$, $\frac{1}{37}$, and $\frac{1}{7 \times 37}$ respectively. 20 marks.

2. Two men, A and B, invest the same amount in the 3 per cents. A buys at 97; B buys at 96, and finds that he has an annual income of £1 more than A. How much did each invest? 20 marks.

3. Express 156 in the ternary scale, and reduce 5,341 from the senary scale to the decimal. 20 marks.

4. By purchasing 3 per cent. consols at a certain price I get $3\frac{1}{13}$ per cent. for my money, and derive a net income of £45 6*s.* 6*d.* after paying an income tax of 6*d.* in the pound. Find the amount of stock, and the price at which it was bought. 20 marks.

5. Prove that in proportion the product of the means is equal to the product of the extremes, and hence deduce a rule by which, when the three terms of a proportion are given, the remaining term may be found. 20 marks.

6. Extract the cube root of ·008869773. 10 marks.

7. Find the value of $\dfrac{44}{11+\dfrac{1}{7+\dfrac{3}{8\frac{1}{4}}}}$ of 3*s.* 5*d.* 10 marks.

8. In the metric system, what is the standard of length, of superficial measure, of solid measure, of capacity, and of weight? Give their English equivalents. 10 marks.

9. Divide £16 6*s.* 3*d.* among seven men, ten women, and nineteen boys, so that a woman may receive as much as two boys, and a man as much as a woman and a boy together. 10 marks.

10. In a geometrical progression the first term is 4, the number of terms is 6, and the common ratio is 4. Find the sum of the series. 10 marks.

GRAMMAR AND DERIVATIONS.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions, of which the parsing exercise must be one, are to be attempted.*

Mr. PURSER, Head Inspector.
Mr. MURPHY, District Inspector.

1. Let all the ends thou aim'st *at be* thy country's,
Thy God's, and *truth's*; then if thou *fall'st*, O Cromwell!
Thou *fall'st* a blessed *martyr*. Serve the king;
And, *pr'ythee*, lead me in.

There take an inventory of all I *have*,
To the last penny: tis the *king's*: my robe,
And my integrity to heaven, *is all*
I dare now *call* my own. O Cromwell!
Had I *but* served my God with half the zeal
I served my king, he would not in my age
Have left me naked to mine enemies.

Parse fully the words in *italics*, and write out the passage supplying all the ellipses. 20 marks

2. Write out a general analysis of the following:—

As I was yesterday morning walking with Sir Roger before his house, a country fellow brought him a huge fish, which, he told him, Mr. William Wimble had caught that very morning. 10 marks.

3. Show that a sentence containing several subjects connected by *and* need not be a contracted sentence. In what number should the verb of such a sentence be? 10 marks.

4. Under what figure would you class the expression—"*just, but merciful*"? How does it differ from climax? 10 marks.

5. Discuss Dr. Crombie's assertion that the English language possesses only one mood and two tenses. 10 marks.

6. What rules refer to the italicised words in the following sentences:—

He was appointed *monitor*.
The *monitor's* going home was irregular.
I did not see him *take* it. 5 marks.

7. What is the force of the affixes—*ary, escence, ist, ous, fy*? Give examples of words ending with them. 5 marks.

8. What prepositions are used after *acquiesce, difference, deficient, admonish, repine*? Give examples. 5 marks.

9. Name eight verbs that may be conjugated either regularly or irregularly. 5 marks.

10. The usual place for the preposition is before the objective case depending on it. What exceptions are there to this rule? 5 marks.

PENMANSHIP.—40 Marks.

Half an hour allowed for this exercise.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages:—

O, I do fear thee, Claudio; and I quake,
Lest thou a feverous life should'st entertain,
And six or seven winters more respect
Than a perpetual honour. Darest thou die?
The sense of death is most in apprehension;
And the poor beetle, that we tread upon,
In corporal sufferance finds a pang as great
As when a giant dies.

If upon viewing the remains of this ancient seat of royalty, we feel disappointed, and even question the tales of its former magnificence, let us consider that since the latest period during which the kings and chiefs of Ireland were wont here to assemble thirteen centuries have elapsed, and our surprise will be not that so few indications of ancient grandeur are to be found, but that any vestige remains.

Appendix L.

Examination Questions.

Male Teachers.

B Papers.

DICTATION AND SPELLING BOOK SUPERSEDED.

50 Marks (including 20 marks for Dictation).

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. HAMILTON, Head Inspector.
Mr. STRONGE, District Inspector.

[The passage for Dictation is taken from the Sixth Book of Lessons, page 122. "In vain for many a year," down to "extravagant severity."]

1. Give a list of prefixes which belong to two or more languages, noting in regard to each prefix the languages in which it occurs, and its different shades of meaning. 6 marks.

2. With each of the verbs *adjourn* and *agree* join three prepositions conveying different shades of meaning. Explain fully. 6 marks.

3. Derive the following words—*recruit, veer, flour, oyster, moiety, nosology.* 6 marks.

4. Dr. Sullivan says that in many cases of doubtful orthography a knowledge of etymology is a safe guide. Specify four of the classes of words with which he illustrates this statement, giving two examples under each class. 6 marks.

5. What tendency of our language is exemplified in the derivative words *primer* and *shadow*? Illustrate this tendency by giving a derivative from each of the words *wild, white, fore,* and *foul.* 6 marks.

6. Show by an example the force of the affix *ile* when it is a contraction of *ible.*

In what other sense is the affix *ile* employed? 3 marks.

7. The tendency of the English language is to accent the root and not the termination of the word. Give instances—

(*a.*) Of foreign words that have conformed to this tendency.

(*b.*) Of foreign words that have so far resisted it. 3 marks.

8. Indicate the pronunciation, and give the meaning of each of the following phrases in common use—chef d'œuvre, coup d'état, vis-à-vis. 3 marks.

9. "Children do not perceive that the metaphoric meanings of this word are all derived from the original block."

Give the original meaning, and also the metaphoric or derivative meanings of the word *block.* 3 marks.

10. From the fourth class of verbal distinctions give two examples of—

(*a.*) Words that differ only in accent.

(*b.*) Words that differ only in the sound of a vowel or diphthong.

(*c.*) Words that differ only in the sound of a consonant. 3 marks.

GEOMETRY AND MENSURATION.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. SULLIVAN, Head Inspector.
Mr. DALTON, District Inspector.

1. Given the altitude of a triangle and the base angles, construct it. 20 marks.

2. The angle C of a triangle A B C is right, and squares are described as in I.,47. Join A with remote corner of square on C B ; join B with remote corner of square on A C, and draw a perpendicular from C on A B. Prove that these three lines are concurrent. 20 marks.

3. The area of a circle is 200 square feet ; find the area of each of the segments into which it is divided by a chord P C which makes an angle 60° with the tangent at P. 20 marks.

4. Two circles cannot have double contact, that is cannot touch each other in two points. 20 marks.

5. A square, a circle, and an equilateral triangle have the same area : taking the perimeter of the square as *unity*, find the perimeter of the circle and of the equilateral triangle respectively. 20 marks.

6. Two similar segments of circles which do not coincide cannot be constructed on the same chord and on the same side of that chord. 10 marks.

7. Two equal circles touch at a point : find the area of the space enclosed between them and a common tangent (radius of each circle equal 10 inches). 10 marks.

8. Construct a triangle, being given the middle points of its three sides. 10 marks.

9. The area of a circle is 100 square inches, and its circumference is the outer boundary of a ring whose area is $\frac{1}{3}$ that of the circle : find the breadth of this ring. 10 marks.

10. Construct a triangle equal in area to a given pentagon. 10 marks.

BOOK-KEEPING.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr CONNELLAN, Head Inspector.
Mr W. J. BROWN, District Inspector.

1893

Jan.	£	s.	d.
1st.—Cash on hand	20	0	0
At Banker's	1400	0	0
List of debts due to me,			
John Jones	500	0	0
Thomas Mills	220	0	0
James Hall	160	0	0
2nd.—Bought of Wm. Doyle, 150 tons coal	100	0	0
3rd.—Received of John Jones, his bill at 3 months	500	0	0
4th.—Received of Thomas Mills, cash	220	0	0
„ Accepted draft of Wm. Doyle at 1 month	100	0	0

Appendix I.

Examination Questions.

Male Teachers.

B Papers.

5th.—Received from Edward Kenealy, of New York, for goods to be shipped	1000	0	0
,, Paid into Banker's	800	0	0
,, Sold John Robinson 75 tons coal	55	0	0
10th.—Bought on commission for Edward Kenealy from J. Jones, goods	400	0	0
from Wm. Atkins, goods	207	0	0
from J. Harding, goods	343	0	0
my commission at 1½ per cent.	14	5	0
,, Paid J. Jones, by cheque	400	0	0
,, ,, Wm. Atkins, cash	207	0	0
,, ,, J. Harding, cheque	343	0	0
31st.—Paid petty expenses	8	0	0
,, Clerk's salary	10	0	0

1. Journalize the above transactions. 15 marks.

2. Post them into the ledger ; balance and close the accounts (value of coal unsold, £50). 15 marks.

3. Received from T. Allen an account of the sales of goods consigned to him—

Total sales	£400	0	0	
His charges	£ 0	15	0	
Commission at 4 %	£ 16	0	0	
				£383 5 0

for which he has remitted me a draft of Mooney and Co. on Burke and Co. What are my entries ? 8 marks.

4. Show how the following errors in posting into the ledger are to be corrected :—

(1) I have posted £50 to credit of Wm. Reid instead of to credit of John Jones.

(2) I have posted £75 to Cr. of John Hanson and Dr. of goods, instead of to Cr. of goods and Dr. of John Hanson.

(3) I have entered my acceptance of Wm. Reid's draft as Bills Receivable Dr. to Wm. Reid. 6 marks.

5. The closing entries in my books are given below : explain the meaning of each :—

Cash Cr. £200 ; James Jones Dr. £75 ; Goods Dr. to Profit and Loss £27 ; Balance Cr. £1200 ; Profit and Loss Dr. £30. 6 marks.

6. If you receive goods to be sold on behalf of an employer for a commission, how would you open an account ? 5 marks.

7. When bills are drawn on me by my employer for goods sold and are payable at interest, what are my entries ? 5 marks.

8. Bought of Arnott and Co. goods for a 3 months bill, £40. What are my entries ? 5 marks.

9. I send goods to New York, consigned to W. Maxwell, for my own account, for which goods I have paid ready money and all charges. What is my journal entry ? 5 marks.

10. In what places are entered—

(*a*) Favourable balances,

(*b*) Losses on dealings ?

5 marks.

ALGEBRA.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. HAMILTON, Head Inspector.
Mr. DEWAR, District Inspector.

1. (*a*) Find the value of x and y from $\begin{cases} ax+by=c \\ a_1x+b_1y=c_1 \end{cases}$.

(*b*.) If both the numerator and denominator of either of their fractional values be equal to zero, show that $\frac{a}{a_1}=\frac{b}{b_1}=\frac{c}{c_1}$; and explain the nature of the given equations in this case. 20 marks.

2. The figures in a square root are $2n+1$, and of these $n+1$ figures have been obtained by the ordinary method. Show that the remaining figures may be obtained by division. 20 marks.

3. Solve the equation :—

$$\frac{2x-1}{3x-2}+\frac{2x-3}{2x+1}=\frac{3x-2}{6x^2-x-2}.$$ 20 marks.

4. Define least common multiple. Show that every common multiple of two algebraical expressions is a multiple of their least common multiple. 20 marks.

5. Simplify :—

$$\frac{\frac{x}{y}+\frac{y}{x}-1}{\frac{x^3}{y^3}-1}\times\frac{\frac{x}{y}+\frac{y}{x}+1}{\frac{x^3}{y^3}+1}\times\left(\frac{x^4}{y^4}-\frac{x^2}{y^2}\right).$$ 20 marks.

6. If $a+b+c=0$, prove $a^3+b^3+c^3=3abc$. 10 marks.

7. Solve the equations :—

$$\frac{x}{a}+\frac{y}{b}=1.$$

$$\frac{x}{a}+\frac{y}{c}=1.$$

$$\frac{y}{b}+\frac{z}{c}=1.$$ 10 marks.

8. (*a*.) Show that any quantity may be transposed from one side of an equation to the other side by changing its sign.

(*b*). Show that if the sign of every term in an equation be changed, the equality still holds. 10 marks.

9. Simplify :—

$$\left(\frac{a+b}{a-b}+\frac{a^2+b^2}{a^2-b^2}\right)\div\left(\frac{a-b}{a+b}-\frac{a^3-b^3}{a^3+b^3}\right).$$ 10 marks.

10. (*a*) Resolve into factors $8x^2-26x+15$.

(*b*) Find the sum and the difference of :—

$$\frac{1-x}{1-x^3} \text{ and } \frac{2+x}{4-x^2}.$$ 10 marks.

Appendix L

Examination Questions.

Male Teachers.

B Papers.

LESSON BOOKS.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. CONNELLAN, Head Inspector.
Mr. CROMIE, District Inspector.

1. In what poetical composition do the following expressions occur? Who was the author? Explain each expression.

(*a*) "Piled stones"; (*b*) "Star-y-pointing pyramid"; (*c*) "Slow endeavouring art." 10 marks.

2. (*a*) What Bills of Exchange are considered safe, and what unsafe? Explain.

(*b*). How does the bank system of allowing customers to overdraw their accounts differ from an ordinary loan? Which is the more advantageous for the borrower? Why?
10 marks.

3. Give three examples to show the conservative powers of language, and show the application of each. 10 marks.

4. By a full reference to two of the more complicated examples adduced by Jeffrey, show how he proves that the beauty of inanimate matter is derived from the feelings and sympathies of sentient beings.
10 marks.

5. (*a*) Write out the eleven lines immediately following—

"Along the bridge Lord Marmion rode."

(*b*) In what respects may Sir Walter Scott be considered unrivalled, and from what opposite defects were his writings entirely free?
10 marks.

6. Give a description of the Monastery of St. Fechin, off the coast of Connemara. 5 marks.

7. Give a short account of the Battle of the Baltic, and of the circumstances that led up to it. 5 marks.

8. "But most by numbers judge a poet's song."

Write the twelve lines following the above, and say what censure these lines are intended to convey. 5 marks.

9. To what does Adam Smith compare the metallic and paper currency of a country? Show how his comparison aptly illustrates the fact that the issue of banknotes cannot add indefinitely to the capital of a country. 5 marks.

10. Give some of the examples quoted by Lord Macaulay to show the difference in Johnson's treatment of severe distress, as compared with his treatment of sufferings that are felt by sensitive minds only.
5 marks.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. DOWNING, Head Inspector.
Mr. ALEXANDER, District Inspector.

1. Draw a map of the West Coast of Scotland, marking the positions of the principal islands, and the more important openings into the land.
12 marks.

2. Name the four distinct mountain chains that compose the "Uralo Indian Meridian Chain"; and explain why they are considered as forming one axis of elevation. Give a diagram in illustration. 12 marks.

3. What portions of land are separated by the following respectively:—the Uruguay, the Rio Grande del Norte, the Thian Shan mountains, La Perouse strait, the Bidassoa river, and Kilbrennan sound? 12 marks.

4. What is the distance in English miles between two places; one, 52° N. L., and 17° E. L., and the other 78° N. L. and 163° W. L.? Explain your calculation. 12 marks.

5. Name the colonies of the Portuguese in Africa; and describe accurately the position of each. 12 marks.

6. What and where are the following:—Beas, Abaco, La Paz, Limpopo. 6 marks.

7. With reference to each of the following rivers, state where it rises; through what country or countries it flows; into what arm of the sea it flows; and the name of a town situated upon it:—The Kur, the Helmund, the Taptee, the Irrawaddy. 6 marks.

8. Describe the character of the plain between the Theiss and the Danube. 6 marks.

9. Give four examples of lakes situated at a great elevation, mentioning their heights, and the rivers that flow from them, if any. 6 marks.

10. Where are Fahlun and Dannemora: and for what are they respectively celebrated? 6 marks.

AGRICULTURE.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Connellan, Head Inspector.
Mr. Smith, District Inspector.

1. For what class of soils, and for what crops is superphosphate most suitable? What is the general effect of all phosphatic manures on grasses and plants? 10 marks.

2. Give an account of the improvement of the Norfolk fens. 10 marks.

3. How do you prove that clay lands are vast magazines of plant food? 10 marks.

4. Explain Liebeg's theory of vegetable nutrition. 10 marks.

5. Describe some of the more ordinary ways in which hayricks are prevented from heating. 10 marks.

6. How would you prepare grass land for corn? 5 marks.

7. State what you know about the nature and cultivation of Fiorin grass. 5 marks.

8. Which of the corn crops derives most benefit from lime, and which least? To what crop should it not be applied at all? 5 marks.

9. State why the Leicester breed of sheep is so highly prized. 5 marks.

10. Describe the proper treatment of a mare after foaling. 5 marks.

Appendix L.

Examination Questions.

Male Teachers.

B Papers.

MECHANICS.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. SULLIVAN, Head Inspector.
Mr. ROSS, District Inspector.

1. A point having a constant acceleration passes over in the 5th and 7th seconds of its motion, the distances of 160 feet and 224 feet respectively: find its acceleration and its initial velocity. 10 marks.

2. Describe Atwood's machine. (A diagram may be given.) Explain how it may be used to verify any one of the laws of falling bodies. 10 marks.

3. A heavy body is suspended from a single movable pulley, and the cord passes also round a fixed pulley; the system is sustained in equilibrium by a man whose weight is 150 lbs. pulling the free end of the cord vertically downwards; if the man's pressure on the ground be 38 lbs., find the weight of the body, and the pull on the supporting beam. 10 marks.

4. When a body is projected vertically upwards, and falls back to the point of projection, the velocity at any point in its descent is equal and opposite to the velocity at the same point in its ascent. Prove this. 10 marks.

5. A horizontal force of 5 lbs. supports a weight of 12 lbs. on a smooth inclined plane; show in a diagram the forces keeping the body at rest, and find the pressure on the plane. 10 marks.

6. Weights of 10 lbs. and 14 lbs. hung at the extremities of a straight weightless lever 4 feet 6 inches long, balance each other: find the position of the fulcrum. 5 marks.

7. State the rule for finding the resultant of two like parallel forces, and prove it. 5 marks.

8. A railway carriage starts from rest down an incline of 1 in 120: find the velocity with which it will be moving at the end of 3 minutes. 5 marks.

9. If two forces P and 3 P act upon a point at an angle of 120°, show that the magnitude of the resultant is not affected by doubling the smaller force. 5 marks.

10. A pressure of 2 lbs. applied at the extremities of the handles of a pair of nut crackers, 6 inches in length, is just sufficient to crack a nut placed $\frac{3}{4}$ of an inch from the hinge: find the least weight which placed on the nut would have cracked it. 5 marks.

HISTORY.—40 Marks

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. DOWNING, Head Inspector.
Mr. M'ELWAINE, District Inspector.

1. Give a sketch of the war that ended with the overthrow of Thebes, mentioning the classic names associated with it. 8 marks.

2. From what nation and in what year did the English capture New York and the surrounding district? 8 marks.

3. How and where did Crassus come by his death? 8 marks.

4. "The grounds of exemption allowed by Moses prove clearly that every man of competent age was bound to bear arms in defence of his country." What grounds of exemption are here referred to? 8 marks.

5. Describe the attitude of Prussia throughout the wars of the first Napoleon. 8 marks.

6. What remarkable man was killed at the battle of Chalgrove Field? What was the date of this event? 4 marks.

7. Describe the successive forms of government of ancient Rome. 4 marks.

8. What class derived direct benefit from the Magna Charta; and how was this benefit extended? 4 marks.

9. When did Thales live? To what is his fame due? 4 marks.

10. Why is our present Royal Family styled of the House of Brunswick? 4 marks.

REASONING.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Downing, Head Inspector.
Mr. W. A. Brown, District Inspector.

1. Give an example of a valid argument from analogy, where there is little similarity between the things compared; and an example of an invalid argument from analogy where the things compared have much in common. Explain how this can happen. 10 marks.

2. Construct a syllogism in the third figure, and in the O A O mood; and reduce it to the first figure. 10 marks.

3. Explain what is meant by saying that a definition should be adequate, giving an example. 10 marks.

4. If, in a disjunctive proposition there be more than two members; and if one or more of these, but *not all except one* be denied; what kind of conclusion can be drawn? Give an example. 10 marks.

5. The word "divide," as used technically in Logic, is not altogether a happily selected term. Explain why; and mention the word suggested as an improvement. 10 marks.

6. What are the two kinds of term we obtain as the result of abstraction? Give examples. 5 marks.

7. Explain fully why the distribution of the predicate depends on the *quality* of the proposition. 5 marks.

8. In what kind of matter may *contrary* propositions be both false? Give an example. 5 marks.

9. Show that disjunctive and conditional propositions are always affirmative. 5 marks.

10. How only can an individual be defined? Give an example. 5 marks.

Appendix L.

Examination Questions.

Male Teachers.

B Papers.

COMPOSITION.—50 Marks.

One hour and a half allowed for this subject.

N.B.—*Only one subject to be selected.*

Mr. PURSER, Head Inspector.
Dr. MORAN, District Inspector.

1. The pleasures and advantages of country life.
2. Volcanoes.

C Papers.

METHODS OF TEACHING.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. SULLIVAN, Head Inspector.
Mr. HOGAN, District Inspector.

1. Draw up a *Time Table* for a rural school, which has an attendance of twenty-five boys and twenty-five girls. Staff—Principal (male), one monitor, and a workmistress. 12 marks.

2. Pupils may be examined in Home Lessons in various ways: mention *three*. State the subjects for which each method is most suitable. 12 marks.

3. How should a passage for dictation be *read*? If pupils at the close of a year are very slow at dictation, what inference may be drawn? What amount ought a fairly expert fifth class pupil to write from dictation in half-an-hour. 12 marks.

4. Why should teachers commit pieces of poetry to memory? What pieces should a teacher select? 12 marks.

5. In a school which has five desks, but no gallery, and in which the bipartite system is carried out, it is found necessary to give a geography lesson to the pupils who are in the desks. Explain fully how this can best be done. (You may use a diagram). 12 marks.

6. What bad habits are produced by continuing the writing on slates beyond first or second class? 6 marks.

7. State the advantages of early attendance on the part of the teacher at his school. Quote the rule on the subject. 6 marks.

8. State the limits of age on first appointment to the office of national teacher. What persons above the ordinary maximum limit may be admitted? 6 marks.

9. Describe the construction of tablet-rails. Where should they be placed, and how should they be fastened up? 6 marks.

10. Write out the programme in agriculture for pupils in the first stage of fifth class, and also for those in sixth class (first year). What regulations affect the teaching of this branch to girls? 6 marks.

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. HAMILTON, Head Inspector.
Mr. KEENAN, District Inspector.

1. By selling out 3 per cent Consols at $102\frac{3}{4}$, and investing the proceeds in a Railway Stock which pays 7 per cent per annum, a man find that his income is doubled. What is the price of the Railway Stock? 20 marks.

2. The multiplicand is $6{\cdot}7\dot{5}\dot{2}$ of $3{\cdot}5\dot{3}$ and the product is $47\frac{5}{7}\frac{4}{4}\frac{8}{2}\frac{9}{5}$. Find the multiplier. 20 marks.

3. A room is 24 ft. 9 in. long and 20 ft. wide. The cost of papering it with paper 2 ft. wide at 4*d.* per yard is £2 19*s.* 8*d.* Find the height of the room. 20 marks.

4. In what proportion must tea which cost 4*s.* 6*d.* per lb. be mixed with tea at 2*s.* 11*d.*, so that by selling the mixture at 3*s.* 8*d.* per lb., 20 per cent. may be gained? 20 marks.

5. Write out and explain fully the rule for multiplication when both multiplicand and multiplier are over 12, and the multiplier is not a composite number. 20 marks.

6. Add together ·0021 cwt., ·045 qr., ·37 lb., and subtract the sum from 35·263 ounces. Express the answer in ounces and the decimal of an ounce. 10 marks.

7. A dealer marks his goods with two prices, one for ready money and the other for one year's credit to bear interest at 5 per cent. on present price. If the credit price is £3 10*s.*, find the price for present payment. 10 marks.

8. Find the weight of air in a room $47\frac{1}{4}$ feet long, $21\frac{1}{3}$ feet broad, and $10\frac{2}{3}$ feet high, the weight of one cubic foot of air being $1\frac{1}{4}$ oz. 10 marks.

9. Show that 15 and 22 are *prime* to each other although they are not *prime* numbers. When numbers are *prime* to each other how do you find their least common multiple? 10 marks.

10. (*a.*) Find to three places of decimals the square root of 8·027.
(*b.*) Express the product of 4·625 and ·027 as a fraction in its lowest terms. 10 marks.

GRAMMAR AND DERIVATIONS.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions, of which the parsing exercise must be one, are to be attempted.*

Mr. PURSER, Head Inspector.
Mr. MURPHY, District Inspector.

1. A chieftain to the Highlands *bound*
Cries, "*Boatman*, do not *tarry!*
And *I'll give thee* a silver pound
To *row* us o'er the ferry!"
'Now *who be ye, would cross Lochgyle*,
This dark and stormy *water?*"
"O I'm the chief of Ulva's isle,
And *this* Lord Ullin's *daughter*.
And *fast* before her father's men
Three *days* we've fled together.

Parse fully the words in *italics*. 20 marks.

Appendix L.

Examination Questions.

Male Teachers.

C Papers.

2. Give a general analysis of the following passage :—

There are other countries, where any man may keep possession of a piece of ground which he has ploughed and sown till he has gathered in the crop. 10 marks.

3. Correct the following sentences where wrong, and give your reasons.

(*a.*) Art thou proud yet? Ay, that I am not thee.
(*b.*) Friend to my life, which did not you prolong,
The world had wanted many an idle song.
(*c.*) Not less than three books were written on the subject.
(*d.*) The ladies form committees, who meet every day.
(*e.*) In proportion as either of these qualities are wanting, the language is imperfect. 12 marks.

4. Write two sentences illustrating each of the following points :—

(*a.*) the relative as nominative to the verbs ;
(*b.*) the relative governed by a preposition ;
(*c.*) the relative governed by a verb following ;
(*d.*) the relative governed by a noun following.
8 marks.

5. In what two cases may intransitive verbs be used transitively? Give examples. 10 marks.

6. Give five affixes, meaning "to make," with examples. 5 marks.

7. "*Directly he arrived.*" Discuss the propriety of this form of expression, and correct if necessary. 5 marks.

8. What is meant by a contracted sentence? Give examples in common use. 5 marks.

9. Write notes on the grammatical use of the following :—
Only, since, much. 5 marks.

10. In what cases is *an* used before a consonant: and *a* before a vowel? 5 marks.

PENMANSHIP—40 Marks.

Half an hour allowed for this exercise.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages :—

O, I do fear thee, Claudio ; and I quake,
Lest thou a feverous life shouldst entertain,
And six or seven winters more respect
Than a perpetual honour. Darest thou die?
The sense of death is most in apprehension ;
And the poor beetle, that we tread upon,
In corporal sufferance finds a pang as great
As when a giant dies.

If upon viewing the remains of this ancient seat of royalty, we feel disappointed, and even question the tales of its former magnificence, let us consider that since the latest period during which the kings and chiefs of Ireland were wont here to assemble thirteen centuries have elapsed, and our surprise will be not that so few indications of ancient grandeur are to be found, but that any vestige remains.

DICTATION AND SPELLING BOOK SUPERSEDED.

50 Marks (including 20 Marks for Dictation).

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. HAMILTON, Head Inspector.
Mr. KELLY, District Inspector.

[The passage for dictation is taken from the Sixth Book of Lessons, page 122. "In vain for many a year," down to "extravagant severity."]

1. How does Walker account for the change of accent in the same word? If the word does not admit of change of accent, what other expedients produce the same effect? 6 marks.

2. Give the meaning of each of the following prefixes, and state to what language it belongs;—*syn, sine, per, peri, di, dia, ek, ex, be, bi, se, sur.* 6 marks.

3. What is the general rule for the pronunciation of final syllables in *ise* and *ite*? Indicate whether the *i* in the final syllable of the following words is long or short—*infantile, feminine, cowardice, perquisite, parasite, composite.* 6 marks.

4. With each of the following words derived from the Anglo-Saxon, give a word of the same meaning but of Latin origin—*shock, shun, worth, odd, step, want.* 6 marks.

5. Explain with an example the meaning of each of the following roots—*strath, strat, stan, crom, tra,* and *ea.* To what language does each root belong? 6 marks.

6. Write out the seventh rule of spelling, and give six words that are exceptions to this rule. 3 marks.

7. State clearly the effect of the termination *le* in the formation of nouns and verbs respectively. 3 marks.

8. "Accent affects not only the syllable under it but also the syllable next to it." Explain this statement, and give, in illustration, words containing *ei, ai,* and *ou.* 3 marks.

9. What signification do you attach to the phrases, *nem. con., quid pro quo, sine die*? 3 marks.

10. Give the different meanings of each of the following words—*stern, port, lock.* 3 marks.

GEOMETRY AND MENSURATION.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. SULLIVAN, Head Inspector.
Mr. DALTON, District Inspector.

1. The square of the perpendicular from any point in a semicircle on the diameter is equal to the rectangle contained by the segments of the diameter. 10 marks.

2. The square on the sum of two lines less the square on their difference is equal to four times the rectangle under the lines. 10 marks.

3. A rectilineal figure has *n* sides. Express the sum of its internal angles in right angles and prove your statement. 10 marks.

Appendix L.

Examination Questions.

Male Teachers.

C Papers.

4. The radius of a circle is 10 inches, find the area of each of the segments into which the circle is divided by a chord drawn at right angles to the radius at a distance from the centre equal to $\frac{2}{3}$ of the radius. 10 marks.

5. If a line be divided into any number of parts, the square on the whole is equal to the sum of the squares on all the parts, together with twice the sum of the rectangles contained by the several distinct pairs of parts: prove. 10 marks.

6. Prove Proposition 7, Book II., by making a square on one of the segments of the line. 5 marks.

7. The right lines which join the adjacent extremities of two equal and parallel right lines are equal and parallel. 5 marks.

8. The circumference of a circle is 100 ft.; find the area of the space enclosed between its inscribed and circumscribed squares. 5 marks.

9. State fully the hypothesis in each of the following propositions—I. 4; I. 7; I. 14; I. 20. 5 marks.

10. Construct a square equal to a given rectilineal figure. 5 marks.

BOOK-KEEPING.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Connellan, Head Inspector.
Mr. W. J. Browne, District Inspector.

			£	s.	d.
1st Jan.	Assets—				
	Cash,		350	0	0
	Wine,		560	0	0
	Wm. Reid's Acceptance,		100	0	0
	Liabilities—				
	My acceptance of John Mills' draft,		150	0	0
2nd Jan.	Sold Smith and Co., 12 Hhds.,		360	0	0
3rd „	Bought of Swan and Son, 20 Hhds.,		450	0	0
4th „	Cashed Wm. Reid's acceptance, (Discount £2.)		98	0	0
„	Sold for cash, 8 Hhds. to Wm. Long and Co.,		240	0	0
5th „	Paid my acceptance of John Mill's draft, due this day,		150	0	0
8th „	Repairs to Warehouse,		10	0	0
9th „	Cashed cheque of Smith and Co.,	£342 0 0			
	Allowing 5 per cent. discount,	£18 0 0			
			360	0	0
12th „	Paid Swan and Co., cash,	£427 10 0			
	Was allowed 5 per cent. discount,	£22 10 0			
			450	0	0
31st „	Withdrew for personal use,		100	0	0

1. Journalize the foregoing transactions. 15 marks.

2. Post into Ledger, balance and close the accounts: value of wine remaining unsold, £500. 15 marks

3. Wm. Jones, who owes me £100 becomes bankrupt. His estate pays the creditors five shillings in the pound. Give the entries in my ledger when I close his account. 8 marks.

4. I give Wm. Jones cloth and ready-made clothing worth £150, and £50 cash, in exchange for wine and beer worth £200. Give my journal entries and those of Wm. Jones. 6 marks.

5. A merchant overvalues his goods on hand (*a*) in opening, or (*b*) in closing the books. How will this affect the Profit and Loss Account? 6 marks.

6. What are fictitious accounts? How are (*a*) Personal, (*b*) Real, (*c*) Fictitious Accounts closed? 5 marks.

7.

Dr.	PROFIT AND LOSS ACCOUNT.					*Cr.*			
1893.		£	*s.*	*d.*	1893.		£	*s.*	*d.*
Jan. 30	To Cash,	5	6	8	Jan. 31,	By Cheese,	4	0	3
„	„ Discount,	5	14	11	„	„ Wine,	2	5	0
					„	„ Capital,	4	16	4
		11	1	7			11	1	7

Explain these entries. 6 marks.

8. 18th March, W. Bond's acceptance paid this day in cash at bank. £200; 20th March, received C. Ward's acceptance at one month, £300, Give the journal entries which should be made (*a*) in the books of W. Bond, (*b*) and in those of C. Ward. 5 marks.

9. What is the first entry, and what the last, in a cash account; and what does each denote? 4 marks.

10. What is the rule for journalising, when I pay bills of exchange in honour of the drawer or indorser? 5 marks.

ALGEBRA.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. HAMILTON, Head Inspector.
Mr. DEWAR, District Inspector.

1. Solve the equation:—

$$\sqrt{x+4}+\sqrt{x+20}=2\sqrt{x+11}.$$ 10 marks.

2. Simplify:—

$$\left(\frac{a^2+b^2}{2ab}-1\right)\frac{ab^2}{a^3+b^3}\div\frac{4ab(a+b)}{a^2-ab+b^2}.$$ 10 marks.

3. Solve the equations:—

$$x+\frac{y}{2}+\frac{z}{3}=10.$$

$$\frac{x+z}{2}+y=9.$$

$$\frac{x-z}{4}-2y=-7.$$ 10 marks.

Appendix L.

Examination Questions.

Male Teachers.

C Papers.

4. State and prove the rule for dividing a fraction by an integer. 10 marks.

5. Reduce to its lowest terms the fraction :—

$$\frac{3x^4 + 5x^3y + 9x^2y^2 + xy^3 +}{2x^4 + 5x^3y + 5x^2y^2 - 3xy^3 - 9y^4}$$ 10 marks.

6. Simplify :—

$$\frac{a^3 - b^3}{a^3 + b^3} \times \frac{a + b}{a - b} \times \left(\frac{a^2 - ab + b^2}{a^2 + ab + b^2}\right)^2$$ 5 marks.

7. $x^n - a^n$ is divisible by $x + a$ if the index n be an even whole number.

$x^n + a^n$ is divisible by $x + a$ if the index n be an odd whole number.

Verify these statements by taking in succession $n = 6$ and $n = 7$. 5 marks.

8. Find the square root of :—

$$\frac{a^2}{16} + 9 - 4x + \frac{4x^2}{9} + \frac{3a}{2} - \frac{ax}{3}.$$ 5 marks.

9. I bought a certain number of apples at three a penny, and five-sixths of that number at four a penny, and by selling them at eight for three pence I gained $3\frac{1}{2}d$.

Find the number of apples. 5 marks.

10. Solve the equation :—

$$\frac{1}{3} + \frac{1}{x+3} + \frac{1}{x+11} = 0.$$ 5 marks.

LESSON BOOKS.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Connellan, Head Inspector.
Mr. Cromie, District Inspector.

1. The following names are mentioned by Lord Macaulay in his essay on Warren Hastings: Siddons; Verres; Tacitus; Reynolds; Parr. State what you know of each of these; and state also in what connexion their names are introduced into the Essay. 10 marks.

2. Mention some facts which tend to lessen our surprise when we read of the deficiencies of temper exhibited by Dr. Johnson. 10 marks.

3. Explain the following quotations :—

(*a.*) "More true joy Marcellus exiled feels."

(*b.*) "Is rounded with a sleep."

(*c.*) "While ladies interfere, and slaves debate."

(*d.*) "My bane and antidote are both before me." 10 marks.

4. Give an account of the treatment of silkworms, and of the various processes the silky matter undergoes. 10 marks.

5. Compare gold, silver and platina as to hardness, and as to tenacity. Where are these metals found; and in what forms are they met with? 10 marks.

6. "Can storied urn or animated bust
"Back to its mansion call the fleeting breath?"
Write out the next ten lines. Name the Poem and the Author. 5 marks.

7. Who was the founder of the Abbey of Newtown? When and for whom was it built? What evidence does the building afford that it belongs to the Norman period? 5 marks.

8. "A character so *exalted*, so *strenuous*, so *various*, so *authoritative* astonished a corrupt age, and the *Treasury* trembled at the name of Pitt through all her classes of *venality*." Explain the sentence fully, dwelling especially on the words in Italics. 5 marks.

9. Give an account of the events which led up to the final disgrace and neglect of Columbus. 5 marks.

10. Write a description of the Fifteen Acres; *or* of Glendalough; *or* of the Meeting of the Waters. 5 marks.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Downing, Head Inspector.
Mr. Alexander, District Inspector.

1. Draw a map of any province of Ireland, and indicate on it the positions and names of the chief rivers and towns. Five rivers and ten towns will suffice for a complete answer. 12 marks.

2. Give four instances of an island or a group of islands that belongs *geographically* to one country of Europe, but *politically* to another. 12 marks.

3. Name in order the towns on the following rivers and their tributaries:—Tweed, Tay, and Clyde. Assign each town to the county in which it is situated. 12 marks.

4. Explain what is meant by the Zodiac, and by the "signs of the Zodiac." Give the names for these signs, and say to what other things these same names are applied. 12 marks.

5. Into what arm of the sea, and by what river is each of the following lakes drained:—Windermere, Baikal, Maggiore, Katrine, Winnipeg, Nyassa? 12 marks.

6. There is a mountain *chain* as well as a mountain *peak* called Elburz. Describe accurately the position of each. 6 marks.

7. What and where are the Downs; the Iron Gate; the Hoogly? Give the exact position of each. 6 marks.

8. Name and give the height of the highest mountain in each of the following counties—Mayo, Brecknock, Cumberland, and Banff. 6 marks.

9. From a table in the text-book, we learn, that, at 54° of latitude, the length of a degree of longitude is 35·27 geographical miles. From this, calculate the distance in statute miles between two places, both in 54° N. L., whose difference of time is 3 hours. 6 marks.

10. Enumerate the British Settlements on the west coast of Africa, and give the name of the principal town in each. 6 marks.

Appendix L.
Examination Questions.
Male Teachers.
C Papers.

AGRICULTURE.—50 marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Connellan, Head Inspector.
Mr. Smith, District Inspector.

1. Explain fully the following statement:—"The mineral constituents of food are required to supply the mineral matter of the body." 10 marks.
2. What are the purest nitrogenized manures in use? How is each applied? 10 marks.
3. Describe in detail the proper way of rearing calves from the pail. 10 marks.
4. Enumerate the principal points to be observed in stall-feeding cattle. 10 marks.
5. On a large farm how is the ground prepared for wheat after mangels? 10 marks.
6. What is the size of a one horse farm? Give a five course rotation suited to such a farm of medium land. 5 marks.
7. Give a mixture of seeds to be used in the laying down of permanent pasture in the case of good land. 5 marks.
8. Lime may be applied to land in *three* different states. Describe these states and say to what kind of soil each is most suitable. 5 marks.
9. Describe rectangular and crested ploughing. Which kind is preferred by farmers? 5 marks.
10. To what causes is the present unsatisfactory state of the grass lands of Ireland due? 5 marks.

Female Teachers
A[1] Papers.

II.—FEMALE TEACHERS.

METHODS OF TEACHING, &c.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Sullivan, Head Inspector.
Mr. Hogan, District Inspector.

1. Describe the circumstances which led Froebel to work out the Kindergarten system. Mention the leading principles of the system. 12 marks.
2. What pupils may earn Results fees for Teachers in "Domestic Economy and Girls' Reading Book"? Give the Programme for First year. 12 marks.
3. The Teacher of a Girls' School wishes to earn Results fees for *Dairying*. What conditions must be fulfilled? What is the Programme for the pupils? 12 marks.
4. A school of 40 is attended by boys and girls. Staff—Female Teacher and a Monitress. In 6th class there are 4 girls and 2 boys. The Alternative Scheme is followed. Draw up a suitable Time Table. 12 marks.

5. Draw up Notes of Lessons on Division by factors, including the method of finding the true remainder. 12 marks.

6. What portions of Grammar are to be taught inductively? Describe how the knowledge of inflections is to be kept fresh. To what extent may memory, pure and simple, be relied upon by pupils learning Grammar? 6 marks.

7. State clearly the points on which the Alternative Scheme for 6th class girls and the Literary Scheme differ, and also the points on which they agree as far as the ordinary subjects taught (Reading, Writing, &c., &c.), are concerned. 6 marks.

8. Estimate the comparative value of transcription and dictation, as an exercise for teaching spelling. Give your reasons. 6 marks.

9. How does defective discipline interfere with the success of the teacher's efforts to instruct? 6 marks.

10. When the tendency to rapid reading is not counteracted, what evil effects follow? 6 marks.

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Hamilton, Head Inspector.
Mr. Keenan, District Inspector.

1 A person sold 72 qrs. of wheat at a profit of 8 per cent., and 37 qrs. at a profit of 12 per cent. If he had sold the entire quantity at a profit of 10 per cent. he would have received £2 13*s.* 1*d.* more than he actually did receive. At what price per quarter did he buy the wheat? 20 marks.

2. A man invests $\frac{2}{7}$ of his money at 6 per cent.; $\frac{2}{5}$ at $4\frac{1}{2}$ per cent.; and the remainder at $3\frac{1}{2}$ per cent.: what percentage will he receive on the whole amount? If his whole income is £484 10*s.*, how much has he invested in each stock? 20 marks.

3. Explain fully the method of proof of multiplication known as the casting out of the nines. On what principle does this proof depend, and in what cases may it fail? 20 marks.

4. The true discount on a certain sum of money due four years hence is £5 less at 4 per cent. than at 6 per cent. per annum, simple interest. Find the sum. 20 marks.

5. A grocer mixes together two kinds of sugar at the rate of one hundred weight of the inferior sort to 208 lbs. of the better sort, and by selling 17 cwt. 3 qrs. 20 lbs. at £4. 6*s.* 6*d.* per cwt. realises a profit of £12. 11*s.* If the price of the inferior sort is $\frac{5}{6}$ of that of the better sort, what is the prime cost of the latter per cwt.? 20 marks.

6. How do you find the sum or difference of recurring decimals in the form of a recurring decimal? Add $\cdot\dot{3}$, $\cdot 0\dot{4}$, $21\cdot\dot{6}$, $\cdot 3\dot{1}\dot{2}$; find the difference of $\cdot 36\dot{8}0\dot{1}$ and $\cdot 24\dot{9}\dot{2}$: and show that in each case the circulate will consist of the same number of figures. 10 marks.

7. If the discount on £567 be £34 14*s.* $3\frac{3}{7}$*d.*, simple interest being reckoned at $4\frac{1}{2}$ per cent. per annum, when is the sum due? 10 marks.

Appendix L.

Examination Questions.

Female Teachers.

A[1] Papers.

8. A clock shows the true time at midnight on Sunday, and at noon on Tuesday it is 3 minutes fast. What will be the true time when the clock strikes four on Thursday afternoon? 10 marks.

9. Simplify—

$$\frac{4\frac{1}{9} \div 6\frac{1}{6}}{\frac{11}{23} + \frac{35}{69}} + \frac{7\frac{5}{11} \times 3\frac{3}{41}}{\frac{5}{9} - \frac{2}{7}} \div 6\frac{48}{55}.$$ 10 marks.

10. Give Thomson's rule for finding the interest of a given sum of money for any number of days at 4 per cent. per annum. Apply this rule to find the interest on £374 5*s.* from 14th February to 29th July, 1892, at 6 per cent. per annum. 10 marks.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Downing, Head Inspector.
Mr. Alexander, District Inspector.

1. Draw a map of Palestine, and indicate on it the positions of the following:—Nazareth, Mount Carmel, Sea of Galilee, Mount Nebo, the Jordan, Ascalon, Kedron, Ptolemais, Libanus, Antilibanus, Mount Seir, Sharon. 12 marks.

2. Explain why there are *two cases* of the problem to find the latitude from the sun's meridian altitude and declination when the spectator and the sun are both at the same side of the equator. 12 marks.

3. Describe accurately the positions of:—Mobile, Wieliczka, Cape Malea, Lake Itaska, Tirnova, Angostura. 12 marks.

4. What and where are the following:—Mendoza, Otago, Beled-ul-Jerid, Wenham, Gellivara, Pola? Note some interesting item of information with reference to each. 12 marks.

5. Explain fully how rainfall is influenced by mountains. 12 marks.

6. To which tributary of the Nile is the fertilizing effect of the water due; and why? 6 marks.

7. To a person living in 50° S. Latitude, the stars in a certain portion of the heavens would constantly be visible, if not obscured by the sun or by the vapours of the atmosphere. Describe this portion of the heavens; and give an explanation of the fact. 6 marks.

8. Name the chief seats of the cotton manufacture in Great Britain; and illustrate by statistics the importance of the cotton trade to the country. 6 marks.

9. In what counties, and on what rivers are:—Lewes, Aberystwith, Llangollen, Bury St. Edmunds, Walsall, Croydon? 6 marks.

10. How is the formation of hail accounted for? Explain the grounds on which this theory is based. 6 marks.

PENMANSHIP.—40 Marks.

Half an hour allowed for this exercise.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages:—

Blue through the dusk the smoking currents shine,
And from the bladed field the fearful hare
Limps awkward: while along the forest glade
The wild deer trip, and often turning gaze
At early passenger. Music awakes
The native voice of undissembled joy;
And thick around the woodland hymns arise.

The first and principal rule, therefore, in regard to the economizing and right employment of time is to habituate ourselves to watch it. Alfred knew this well; and we may here relate the method he adopted to measure the passing hours, in his want of those more artificial time-pieces which we possess. Having made his chaplains procure the necessary quantity of wax, he ordered six candles to be prepared, which he had found would together burn for four and twenty hours.

GRAMMAR AND DERIVATIONS.—60 marks.

Two hours allowed for this paper.

N.B.—*Only five of these questions, of which the parsing exercise must be one, are to be attempted.*

Mr. Purser, Head Inspector.
Mr. Murphy, District Inspector.

1. For three-score years, in penance *spent*,
My knees those flinty stones *have worn*:
Yet *all* too *little* to *atone*
For *knowing what* should ne'er be known.
Wouldst thou thy every future year
In ceaseless prayer and penance *drie*,
Yet *wait* thy latter end with fear—
Then, daring Warrior, *follow* me!
. . . . . .
Other prayer *can* I none;
So *speed me* my errand, and *let me be gone.*

Parse fully the words in *italics*, and write a paraphrase of the passages. 20 marks.

2. Write a particular analysis of the following:—

You say you are a better soldier:
Let it appear so: make your vaunting true,
And it shall please me well. For mine own part,
I shall be glad to learn of noble men. 12 marks.

3. Mention the chief sources of the English language, and give a list, with examples, of the classes of words borrowed from modern languages. 10 marks.

Appendix L.
Examination Questions.
Female Teachers.
A[1] Papers.

4. Give a summary of the lesson in Edwardes' Grammar under the head of First Rule of Government (government by transitive verbs). 10 marks.

5. What is the idiomatic use of "*there*"? Quoting Sullivan's examples, deduce the class of verbs it is used with. 8 marks.

6. Why is the Anglo-Saxon element (the words derived from it being comparatively few) of such importance in English? Bring forward facts to prove this. 5 marks.

7. What tenses are found in the defective verbs? What is peculiar about the use of the past tense of some of these verbs? 5 marks.

8. Give the derivation of *battery, veneer, hustings, niggard, snuff.* 5 marks.

9. Describe two different forms of grammatical analysis. 5 marks.

10. Comment on the italicised words in the following :—

(*a.*) Most ignorant of *what* he's most assured.
(*b.*) And then he falls, as I *do.*
(*c.*) Shun the fault of *such,*
Who still are pleased too little or too much. 5 marks.

HISTORY.—40 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. DOWNING, Head Inspector.
Mr. M'ELWAINE, District Inspector.

1. Write explanatory historical notes on the following :—

(*a.*) "A king sat on the rocky brow
That looks o'er sea-born Salamis."
(*b.*) "Ye towers of Julius! London's lasting shame.'
(*c.*) "And like another Helen, fired another Troy."
(*d.*) "The great Persian conqueror Cambyses."
8 marks.

2. What facts are instanced in proof of the warlike character of the Tartars of Mongolia and Manchooria? 8 marks.

3. Explain the circumstances that led to the Punic Wars. 8 marks.

4. Sketch the chief incidents of the reign of Theodoric. 8 marks.

5. Who were the belligerents at the battle of Morgarten? Which party came off victorious; and what was the immediate result of the victory? 8 marks.

6. Why did England take part in the Crimean War? 4 marks.

7. In what wars and at what periods did Bruce and Wallace distinguish themselves? 4 marks.

8. In what year was the principle of free trade established? What laws were repealed at this time? 4 marks.

9. How long did the kingdoms of Israel and Judah respectively last? By whom was each subdued 4 marks.

10. Who were the Firbolgs and Dedannans? 4 marks.

ENGLISH COMPOSITION.—50 Marks.

Two hours allowed for this subject.

N.B.—*Only one subject to be selected.*

Mr. PURSER, Head Inspector.
Dr. MORAN, District Inspector.

1. Thrift.
2. Industrial Exhibitions.

ENGLISH LITERATURE.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. NEWELL, Head Inspector.
Dr. MORAN, District Inspector.

1. State briefly the action in Canto II. of the Lay of the Last Minstrel. 12 marks.
2. Quote, as closely as you can, the description of Sir William of Deloraine, beginning

"*A stark moss-trooping Scott was he.*" 12 marks.

3. Narrate briefly the circumstances which led to the estrangement of Steele and Addison. 12 marks.
4. What does Macaulay regard as the least valuable of Addison's contributions to the Spectator, and what merits does he recognise even in these? 12 marks.
5. Give the substance of what Macaulay says about the *heroic couplet.* 12 marks.
6. Explain the words, *falchion, barbican, barded, corbells, acton, bandalier.* 6 marks.
7. Quote the six lines which follow—

"*In peace, Love tunes the shepherd's reed.*" 6 marks.

8. How does Macaulay show that Addison owed much of his popularity to "that timidity which his friends lamented"? 6 marks.
9. Give some account of the *Guardian.* 6 marks.
10. Describe the unsuitable dress which some of the actors wore who played in *Cato* on its first representation. 6 marks.

METHODS OF TEACHING, &c.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. SULLIVAN, Head Inspector.
Mr. HOGAN, District Inspector.

1. Give the Programme of Instruction for "*Dairy School Students*" How many sessions are there, and at what times? What are the conditions of admission 12 marks.

Appendix L.
Examination Questions.
Female Teachers.
A Papers.

2. "Froebel so arranged that the work of children in a Kindergarten school is really play." Explain this statement, and show how such Kindergarten play differs from the ordinary play of young children. 12 marks.

3. A school of 70 girls has a principal, one assistant, and two monitors. The alternative scheme is followed. There is a suitable class-room. Draw up a Time-Table on the tripartite system. 12 marks.

4. A sixth class follows the Industrial Scheme, and also earns fees in one optional subject and in one extra subject. Give the programme of such sixth class—

(1) For any *Literary*, ordinary, subject;
(2) For any *Special Industry*;
(3) For the *Optional* subject taken;
(4) For the one *Extra Subject* chosen. 12 marks.

5. Write notes of lessons on—

(1) Latitude, longitude, zones;
or, on
(2) Practice. 12 marks.

6. Show that we must still, to some extent, employ *individual instruction* in our schools. What is the chief objection to individual teaching? 6 marks.

7. Describe any effective method of exercising pupils in the division table. 6 marks.

8. Quote fully the practical rule which refers to cruelty to animals. 6 marks.

9. Show that home lessons if properly managed are a most useful auxiliary in teaching Geography. 6 marks.

10. "Teachers who are always helping children; who are continually *telling* them things, are bad Teachers.' Discuss this statement, and if you think it correct, account for it. 6 marks.

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Hamilton, Head Inspector.
Mr. Keenan, District Inspector.

1. A cistern can be filled by its supply pipe in 1 hour 12 minutes; but a leak at the bottom causes the actual time of filling to be 1 hour 36 minutes. If the supply be stopped when the cistern is $\frac{3}{4}$ full, in what time will it be emptied? 20 marks.

2. Show that the fraction $\frac{5}{7}$ cannot be expressed *exactly* as a decimal, and determine accurately the difference between the fraction and the circulating decimal when the first period is completed. 20 marks.

3. Two clocks strike nine together on Sunday morning. On Monday morning when one clock strikes eleven the other wants ten minutes to eleven. How many minutes must the latter be put on so that both clocks may strike nine together that evening 20 marks.

4. One-fourth of a certain quantity of tea was sold to gain a certain rate per cent., one-fourth to gain half that rate, and the remainder to gain one and a half times that rate. If the gain on the whole was 20 per cent. find the gain on each part. 20 marks.

5. A sum equal to the present worth of £6789, due six months hence at 4 per cent., is invested in the 3 per cents. at 94½. Find the half yearly income after deducting an income tax of 6*d.* in the pound. 20 marks.

6. Bought 500 stones of sugar which I sold at a profit of 12½ per cent. My total gain was £14 11*s.* 8*d.* Find the buying and the selling price per pound. 10 marks.

7. A sum of money invested in a 5 per cent. stock pays 6 per cent. after deducting an income tax of 4*d.* in the pound. Find the price of the stock. 10 marks.

8. Two kinds of tea are mixed together at the rate of 7 lbs. of the inferior with 5 lbs. of the better quality, and the mixture is found to be worth 3*s.* 8*d.* per pound. What is the price per pound of the better quality supposing that it is 11*d.* per pound more than that of the inferior quality? 10 marks.

9. Divide £1400 among A, B, and C, in such a manner that as often as A gets £5, B shall get £4, and as often as B gets £3, C shall get £2. 10 marks.

10. Explain fully what is meant by the unit method in working sums in Simple Proportion, and illustrate by examples. 10 marks.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Downing, Head Inspector.
Mr. Alexander, District Inspector.

1. Draw a map of India, and on it indicate the positions of:—The Kistnah, the Nerbudda, Peshawur, Simla, Vindhya Mountains, Solimaun Mountains, and the divisions into Presidencies. 12 marks.

2. What and where is Seistan? Give the name of a lake in it, and of a river flowing into that lake; and say to which of the four classes of lakes it is to be assigned. 12 marks.

3. Name the five north-central departments of France, with their chief towns. What was the name of the old province in which all but one of these were included? 12 marks.

4. How are the appearances and disappearances of meteors accounted for? 12 marks.

5. Referring to New Zealand, describe the climate, comparing it with that of those parts of Europe which it resembles. 12 marks.

6. Account for the prevalence of fogs off the coast of Newfoundland. 6 marks.

7. Give a brief description of Yorkshire under the following heads: (*a*) mountains (specifying highest summits); (*b*) rivers; (*c*) principal towns; and (*d*) manufactures. 6 marks.

8. Describe the positions of the Desert of Atacama, the Jahde Territory, and the Pass of Portillo. 6 marks.

9. How may the pestilential nature of the Simoom and Samiel be accounted for? 6 marks.

10. Mention where the following towns are, and note some interesting fact respecting each:—Sokoto, Shanghae, Liege, Aspinwall. 6 marks.

PENMANSHIP.—40 Marks.

Half an hour allowed for this exercise.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages :—

Blue through the dusk the smoking currents shine,
And from the bladed field the fearful hare
Limps awkward ; while along the forest glade
The wild deer trip, and often turning gaze
At early passenger. Music awakes
The native voice of undissembled joy :
And thick around the woodland hymns arise.

The first and principal rule, therefore, in regard to the economizing and right employment of time is to habituate ourselves to watch it. Alfred knew this well ; and we may here relate the method he adopted to measure the passing hours, in his want of those more artificial time-pieces which we possess. Having made his chaplains procure the necessary quantity of wax, he ordered six candles to be prepared, which he had found would together burn for four and twenty hours.

GRAMMAR AND DERIVATIONS.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five of these questions, of which the parsing exercise must be one, are to be attempted.*

Mr. Purser, Head Inspector.
Mr. Murphy, District Inspector.

1. *Gramercy*, for thy good-will, fair boy !
My mind was never *set* so *high* ;
But if thou *art* chief of such a clan,
And art the son of such a man,
And ever *comest* to thy command,
Our wardens *had need* to keep good order ;
My *bow* of yew to a hazel wand,
Thou'lt make them work upon the Border.
Meantime be pleased to come with me,
For good *Lord Dacre shalt* thou see ;
I think our *work* is well begun
When we have taken thy father's son.

Parse fully the words in *italics*, and paraphrase the whole passage. 20 marks.

2. Give a particular analysis of the following :—

First Fear his hand, its skill to try
Amid the chords bewildered laid,
And back recoiled, he knew not why
E'en at the sound himself had made. 12 marks.

3. Give, with examples, five exceptions to the agreement of verb and subject. 10 marks.

4. What figures of speech are exemplified in the following? Give an explanation of each figure :—

(*a.*) Bursts on the path a dark bloodhound.

(*b.*) List'ning.

(*c.*) He smote the city. 8 marks.

5. What tendency in our language is illustrated in the conjugation of the irregular verbs? Give examples of derivative nouns in which the same tendency is shown. 10 marks.

6. Give two different senses in which the words *may* and *must* are used, with examples. 5 marks.

7. Write notes on the following :—*Innermost, inferior, beware.* 5 marks.

8. What is meant by *ellipsis*? Show that ellipsis may affect all the nine parts of speech. Give an example of each case. 5 marks.

9. "*With* is sometimes used for *and*." Give examples, and discuss the concord of the subject and verb in such case. 5 marks.

10. What is the difference between Latin and English versification? Explain the latter by reference to the first four lines of the passage given for parsing. 5 marks.

HISTORY.—40 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Downing, Head Inspector.
Mr. M'Elwaine, District Inspector.

1. Give the dates of the following :—(*a*) reign of Crœsus; (*b*) battle of the Nile; (*c*) death of Augustus Cæsar; (*d*) battle of Salamis; (*e*) execution of Strafford; (*f*) battle of Flodden Field; (*g*) death of Grattan; (*h*) conquest of Mexico by Cortez. 8 marks.

2. Relate the circumstances of the two sieges of Tyre. 8 marks.

3. State when and how the following were acquired by the countries to which they respectively belong :—Finland, Silesia, Venetia, and Gibraltar. 8 marks.

4. What is the Hegira? Relate the incidents that led to it. 8 marks.

5. Who was Eleanor of Castile? Explain how the name of Charing Cross refers to her. 8 marks.

6. What period is known in history as "the Hundred Days"? 4 marks.

7. What change was made by Lord North's ministry in the constitution of the Government of India? 4 marks.

8. Describe accurately the periods when England was subject to Danish sway. 4 marks.

9. There are two Cromwells referred to in our school-books: distinguish them. 4 marks.

10. How was England governed between the death of Hardicanute and the battle of Hastings? 4 marks.

Appendix L.

Examination Questions

Female Teachers.

A Papers.

COMPOSITION.—50 Marks.

Two hours allowed for this subject.

N.B.—*Only one subject to be selected.*

Mr. PURSER, Head Inspector.
Dr. MORAN, District Inspector.

1. My Favourite Book.
2. There is no place like Home.

ENGLISH LITERATURE.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. NEWELL, Head Inspector,
Mr. HYNES, District Inspector.

1. State briefly the action in Canto III. of the Lay of the Last Minstrel. 12 marks.
2. Quote as closely as you can the lines in Canto II. descriptive of Melrose Abbey by moonlight, beginning

"*If thou wouldst view fair Melrose aright.*"

12 marks.

3. Give Macaulay's estimate of the classical attainments of Addison. 12 marks.
4. To what place among the political works of Addison is "The Freeholder" entitled, and why? 12 marks.
5. Give some account of the *narrative* which connects the Spectators' Essays. 12 marks.
6. Write notes on:—

(*a*) "*Had wept o'er Monmouth's bloody tomb.*"

(*b*) "*As glanced his eye o'er Halidon.*"

(*d*) "*Was a fleur-de-lys, or a quatre feuille.*"

6 marks.

7. Give, as closely as you can in the poet's words, an account of some of the magic feats of the "*wondrous Michael Scott.*" 6 marks.
8. How did the bitter feeling evinced by Pope towards Addison originate? 6 marks.
9. Explain how Addison, without the advantage of high birth, great fortune, or oratorical talent, rose to such important offices in the State. 6 marks.
10. What was the only revenge that Addison took for Pope's satire on *Atticus*? 6 marks.

B Papers.

METHODS OF TEACHING, &c.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. SULLIVAN, Head Inspector.
Mr. HOGAN, District Inspector.

1. What are your views as to teaching and explaining the theory of the various rules in arithmetic? How far would you go in this direction with junior pupils? Give reasons for what you say. 12 marks.

2. A school of 55 girls is taught by a principal and 2 monitresses on the bipartite system. Sixth class girls follow the alternative scheme. Draw up a suitable Time Table. Give also a Time Table for the monitresses' instruction outside school hours. 12 marks.

3. In connection with Kindergarten, what are "*gifts*"? Describe the "first gift," and explain the manner of using it. 12 marks.

4. "And the widows of Ashur are loud in their wail,
And the idols are broke in the temple of Baal;
And the might of the Gentiles, unsmote by the sword,
Hath melted like snow in the glance of the Lord."

Show how you would develop the meaning of this passage to a class. 12 marks.

5. Give the programme in needlework, and also in reading, for Sixth class girls:—

(1) In a school which follows the alternative scheme;
(2) In one which does not. 12 marks.

6. Some persons altogether discard home lessons. On what grounds? Give your own opinion, with reasons in support of it. 6 marks.

7. To what "extra instruction" is a monitor entitled? If school-hours are from 10 to $3\frac{1}{2}$, with half an hour of this period for religious instruction, and half an hour for play, what amount of time ought a monitor to have for instruction with class? Explain. 6 marks.

8. "The etymology of proper names forms an interesting branch of geography." Give five examples in illustration of this fact. 6 marks.

9. Slate-work in arithmetic should be *neat*. Mention six ways in which the work may fail in *neatness*. 6 marks.

10. To what circumstances may unpunctuality of pupils be attributed and how can this habit be remedied? 6 marks.

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Hamilton, Head Inspector.
Mr. Keenan, District Inspector.

1. If 9 men or 15 women, working 10 hours a day, could reap a field in $8\frac{3}{5}$ days, in how many days of $10\frac{1}{2}$ hours each could 10 men and 12 women reap a field one-fourth larger? 20 marks.

2. If the mercantile discount on a bill of £2674 6*s*. is £324 6*s*., interest being reckoned at $4\frac{3}{4}$ per cent., when is the bill due? 20 marks.

3. Divide £146 between A, B, and C, so that as often as A gets 8*s*. B may get 10*s*. 8*d*., and as often as B gets 8*s*. 9*d*. C may get 7*s*. 6*d*. 20 marks.

4. The following rules are used in stating a sum in Simple Proportion:—

Put in the third place that given term which is of the same *kind* as the answer.
If the answer is to be greater, put in the second place the greater of the two terms remaining.
Explain fully, as you would to a class, the reasons for these rules. 20 marks.

Appendix L.

Examination Questions.

Female Teachers.

B Papers.

5. Add together $\frac{3}{4}$ of $\frac{5}{9}$ of £2 5*s.* 0*d*; $\frac{2}{7}$ of 3 guineas; $\dot{8}\dot{1}$ of £1 18*s.* 6*d.*, and $2\cdot\dot{1}5\dot{4}$ of £2 15*s.* 0*d.*, and reduce the result to the decimal of £26 5*s.* 0*d.* 20 marks.

6. Divide 51689 by 385, using three factors, and explain how the true remainder is obtained. 10 marks.

7. Write in words, and also in Arabic figures, $\overline{V}$, LX, XC, D; and express 1893 in Roman characters. 10 marks.

8. Standard silver contains $\frac{37}{40}$ of pure silver. Find the value of the money coined from 222 lbs. Avoirdupois of pure silver, the lb. Troy being coined into 66*s.* 10 marks.

9. What sum at 5 per cent. for 3 months will give interest equal to the true discount on £247 16*s.* 3*d.* due in four months at the same rate? 10 marks.

10. Simplify

$$\frac{1\frac{1}{3}}{1\frac{9}{14}} \div \left\{ \left(\frac{3}{17} \times 1\tfrac{1}{2}\right) - \frac{1}{18\frac{2}{9}} \right\}. \qquad \text{10 marks.}$$

GEOGRAPHY.—60 marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Downing, Head Inspector.
Mr. Alexander, District Inspector.

1. Draw a map of the North Channel; and indicate, with names, the positions of:—Island Magee, Bengore Head, Bangor, Copeland Islands, Fair Head, Rathlin Island, Larne, Mull of Galloway, Mull of Cantyre, Port Patrick, Stranraer, and Corsewall Point. 12 marks.

2. Name in order the mountains that surround Bohemia. 12 marks.

3. Compare the levels of the Dead Sea and the Sea of Tiberias; contrast the qualities of the waters of these two lakes; and account for the difference. 12 marks.

4. Account for the fact that the sun is nearly eight days longer on the northern side of the equator than on the southern. 12 marks.

5. Arrange in order from the mouth upwards the towns on the following rivers; and name the state or country in which each of these towns is situated:—Elbe, Oder, Rhine. 12 marks.

6. Describe *accurately*, yet briefly, the position of:—Acheen, Khartoum, Monaco, Nijni-Novgorod. 6 marks.

7. Give a description of the Gulfs of Germany. 6 marks.

8. On what rivers are the capitals of the following:—Beloochistan, Siam, French Cochin China, Asiatic Russia? 6 marks.

9. "The earth has undergone a secular cooling." Explain this statement, and describe the effect upon climate attributed to this cooling. 6 marks.

10. What are the names given by the natives of Persia to the portions of the desert covered with salt and with sand respectively? 6 marks.

PENMANSHIP.—40 Marks.

Half an hour allowed for this exercise.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages:—

Blue through the dusk the smoking currents shine,
And from the bladed field the fearful hare
Limps awkward: while along the forest glade
The wild deer trip, and often turning gaze
At early passenger. Music awakes
The native voice of undissembled joy;
And thick around the woodland hymns arise.

The first and principal rule, therefore, in regard to the economizing and right employment of time is to habituate ourselves to watch it. Alfred knew this well; and we may here relate the method he adopted to measure the passing hours, in his want of those more artificial time-pieces which we possess. Having made his chaplains procure the necessary quantity of wax, he ordered six candles to be prepared, which he had found would together burn for four and twenty hours.

DICTATION AND SPELLING BOOK SUPERSEDED.

50 Marks (including 20 Marks for Dictation).

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Hamilton, Head Inspector.
Mr. Kelly, District Inspector.

The passage for dictation is taken from the Sixth Book of Lessons, page 17, from "True generosity is a duty" down to "in our commerce with prodigality." 20 marks.

1. "There are two occasions on which synonymous words may be used."
Give the substance of Campbell's remarks on this point. 6 marks.

2. With each of the words *renounce, answerable, agreement*, group two synonymes. 6 marks.

3. Give the meaning of each of the following roots:—*clon, car, bye, moy, den, ken.* To what language does each root belong? 6 marks.

4. Write a note on the Italicised letter in each of the following words:—seclude, incident, decisive, sedition, rosemary, enemy. 6 marks.

5. What prepositions can be properly used after the following words:—*exasperated, adapted*? Explain the meaning in each case. 6 marks.

6. The letters *s, p, n, l*, are sometimes silent. Give two examples for each letter. 3 marks.

7. Derive fully the following names of places:—Macroom, Ackworth, Ballinakill. 3 marks.

Appendix L.
Examination Questions.
Female Teachers.
B Papers.

8. Write down three words in which the particle *en* appears both as a prefix and as an affix.

What are the different meanings of this particle when used as an affix? 3 marks.

9. What consonants are frequently misused by uneducated English, and what consonants are most commonly mispronounced by uneducated Irish speakers? 3 marks.

10. Give sentences which will show the different meanings assigned to the words:—*provost, ferment, polish.* 3 marks.

GRAMMAR AND DERIVATIONS.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions, of which the parsing exercise must be one, are to be attempted.*

Mr. Purser, Head Inspector.
Mr. Murphy, District Inspector.

1. But not to me returns
Day, or the sweet approach of ev'n or morn,
Or sight of vernal bloom, or summer's rose,
Or *flocks*, or herds, or human face *divine*;
But *cloud* instead, and ever-during *dark*
Surrounds me from the cheerful ways of men
Cut off, and *for* the book of knowledge fair,
Presented with a universal *blank*
Of nature's works to be *expunged* and rased,
And wisdom at one entrance quite shut out.
So much the *rather thou*, celestial *Light*,
Shine inward, and the *mind* through all her powers
Irradiate.

Parse fully the words in italics; and write a paraphrase of the passage. 20 marks.

2. Write out a general analysis of the following:—

I observed with some concern, the last time I saw you upon the bowling-green, that your whip wanted a lash to it; I will bring half a dozen with me that I twisted last week, which I hope will serve you all the time you are in the country. 10 marks.

3. Mention six cases in which the nominative is placed after the verb. Give examples. 10 marks.

4. Explain the introductory use of the word "it"; and give its concord. 10 marks.

5. What figures of speech are illustrated in the following:—

(*a.*) 'The antler'd monarch of the waste.'
(*b.*) 'To arms! the foemen storm the wall.'
(*c*) 'And—prythee, lead me in.'
(*d.*) 'Must I leave thee, Paradise!'
(*e.*) 'She gave me for my pains a world of sighs."
10 marks.

6. Write out in full the two forms of the past tense of the verb *dare*. 5 marks

7. Give rules for the use of the *comma* in compound sentences. 5 marks.

8. Give the derivation of *surmount, dough, trespass, hyphen, anarchy.* 5 marks.

9. What prepositions follow *enjoin, couple, inured, thirst, replete?* 5 marks.

10. Mention all the adjuncts of the subject. 5 marks.

LESSON BOOKS.—50 Marks.

An hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. CONNELLAN, Head Inspector.
Mr. CROMIE, District Inspector.

1. Quote the arguments which Lady Macbeth uses to induce her husband to kill King Duncan. 10 marks.

2. Give the substance of the paragraphs in which the Old Year describes his children. 10 marks.

3. Who was the author of the panegyric on Watt? What are his grounds for saying that Watt was the *inventor*, and not merely the *improver*, of the Steam Engine? 10 marks.

4. Mention at least six ways in which gentleness is manifested. 10 marks.

5. Give a short sketch of the struggle between the French and the Allied Armies from the 15th to the 18th of June, 1815. 10 marks.

6. What were the differences between the buildings of early Christian times and those erected by the Firbolg and Dedannan tribes of Pagan times in Ireland? 5 marks.

7. Mention the evils which are stated in the Girls' Reading Book, to be the result of unskilful nursery education. 5 marks.

8. Write out the stanza beginning—

"All heaven and earth are still."

Or ten lines beginning—

"With thee conversing I forget all time." 5 marks.

9. Give a short account of the papyrus, and mention the uses formerly made of it. 4 marks.

10. State what you know about the metal tin under the following heads:—

Its ores.
The mode of reducing the ores.
Its physical qualities.
Its compounds. 6 marks.

Appendix L.

Examination Questions.

Female Teachers.

B Papers.

BOOK-KEEPING.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. CONNELLAN, Head Inspector.
Mr. W. J. BROWNE, District Inspector.

1893.		£	s.	d.
January 1st,	Cash on hand,	145	0	0
	Goods on hand—Coal, 200 tons,	160	10	0
	Due to Wm. Reid,	25	0	0
„ 3rd,	Bought of Wm. Doyle, 100 tons Coal at 15*s.* per ton,	75	0	0
„ 4th,	Sold Wm. Reid, 50 tons Coal at £1 per ton,	50	0	0
„ 5th,	Sold James Thompson, 75 tons Coal at £1 per ton,	75	0	0
„ 6th,	Paid Wm. Doyle,	75	0	0
„ 18th,	Received James Thompson's Acceptance at 3 months,	75	0	0
„ 20th,	Received Wm. Reid's Acceptance at 2 months,	25	0	0
„ 31st,	Found a £5 note,	5	0	0
„ „	Paid half-year's rent,	20	0	0

1. Journalize the foregoing. 15 marks.

2. Post into Ledger, balance and close the Accounts—valuing coal on hand at 15*s.* per ton. 15 marks.

3. As a commission agent I receive wine from John Robertson value £100 0*s.* 0*d.*, and sell it to Wm. Doyle for £110 0*s.* 0*d.* Wm. Doyle pays me by Cash £50 0*s.* 0*d.*, and Bill at 3 months for £60 0*s.* 0*d.* I then give the Bill and Cash to John Robertson, who allows me 5% commission. Give (1) Wm. Doyle's Journal Entries; (2) John Robertson's; (3) Mine. 6 marks.

4. I owe Wm. Jones a debt; I pay him with (1) Cash, (2) Goods, (3) an Acceptance which I endorse, (4) and my own Acceptance of his Draft for the balance. Give (*a*) my Journal Entries; (*b*) those of William Jones. 8 marks.

	£	s.	d.
5. Drawn on R. Smyth in favour of H. Holmes at 31 days,	282	0	0
Discount for prompt payment allowed by H. Holmes,	3	3	10
	£285	3	10

Journalize. 6 marks.

6. When Goods in Company are all sold, and there is gain, give the Journal entry. 5 marks.

7. Paid my Acceptance to G. Porter, £100, due this day. Journalize this transaction. 5 marks.

	£	s.	d.
8. Shipped in the steamship "Connaught," consigned to W. Shackleton of Liverpool to sell for my Account, Goods, ...	500	0	0
Paid Freight, &c., ...	25	10	0
	£525	10	0

What are my Entries? 5 marks.

9. When the Balance Account is closed, what does it show (*a*) on the Dr. side, (*b*) on the Cr. side; and (*c*) what does the balance of this account represent? 5 marks.

10. John Frost owes me £100; where does that sum appear in my books when they are closed? 5 marks.

COMPOSITION.—50 Marks.

Two hours allowed.

N.B.—*Only one subject to be selected.*

Mr. PURSER, Head Inspector.
Dr. MORAN, District Inspector.

1. The Pleasures and Advantages of City Life?
2. Pets.

HISTORY.—40 Marks.

An hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. DOWNING, Head Inspector.
Mr. M'ELWAINE, District Inspector.

1. When and from what nation did England obtain possession of:—(*a*) Quebec; (*b*) Elmina; (*c*) the Maltese Islands; (*d*) Mauritius? 8 marks.

2. Describe the redistribution of territory arranged at the treaty of Berlin in 1878. 8 marks.

3. Who were the *Caliphs*; and in what country did they establish themselves? 8 marks.

4. When did the Jewish Kingdom reach its greatest limits? Describe the extent of its territory at this time. 8 marks.

5. In what contest was Don Carlos engaged? When and how did that contest terminate? 8 marks.

6. From what source is the sketch given in Fifth Book of Queen Philippa of England taken? Who was the husband of this Queen? 4 marks.

7. In what enterprises did the *Teutonic Knights* engage? 4 marks.

8. How do the Highlanders and the Lowlanders of Scotland differ in origin? 4 marks.

9. From whom did France get its present name; and for what great benefit is that country indebted to the same monarch? 4 marks.

10. The Saxons came to England at first by request. Who made the request; and why? What recompense was offered to the Saxons for their services? 4 marks.

Appendix L.

Examination Questions.

Female Teachers.

C Papers.

METHODS OF TEACHING.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Sullivan, Head Inspector.
Mr. Hogan, District Inspector.

1. Draw up a suitable *Time Table* for a school of 40 girls (sixth class under the alternative scheme); staff—principal and one monitor; religious instruction 10 to 10½ each day. 12 marks.

2. Give fully the practical rule which refers to *neatness*, and give also the rule which refers to *truth*. 12 marks.

3. Describe the injurious effects of assisting pupils too freely in reading and in arithmetic. To what extent are assistance and encouragement advisable? 12 marks.

4. Class-teaching may be imperfect in either of two ways: describe both. 12 marks.

5. Write out fully the programme for girls in class V¹ in *Writing* and in *Needlework*. 12 marks.

6. When transcription forms a home exercise, show fully how exactness of work on the part of the pupil may be secured. Mention three other kinds of suitable written home lessons. 6 marks.

7. Write out the "Table of Constants" given in the Manual in connexion with the teaching of arithmetic. What pupils should know this table? 6 marks.

8. *Kate Smyth* is admitted on 10th January for first time, struck off on 16th September, and re-admitted on 4th December. State fully the entries to be made in the Roll Book and in the Register on each occasion. 6 marks.

9. What, according to the practical rules, are the duties of a teacher—

(*a*) When she finds it necessary to close the school on account of sickness, &c.;

(*b*) When she purposes removing to another school?

6 marks.

10. Explain fully the proper manner of bringing the pupils from the play-ground to the school-room. What are the teacher's duties during play-time? 6 marks.

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Hamilton, Head Inspector.
Mr. Keenan, District Inspector.

1. (*a.*) "In stating a sum in Simple Proportion, the first and second terms must be of the same *kind*." Why?

(*b.*) The rent of a farm containing 17 acres 1 rood 15 perches Irish measure is £25 14*s.* 6*d.* Find the rent at the same rate of a farm containing 34 acres 2 roods 30 perches statute measure. 20 marks.

2. By mixing two kinds of tea which cost 2*s.* 4*d.* and 1*s.* 8*d.* per lb. respectively, and selling the mixture at 2*s.* 3½*d.* per lb., there is a gain of 25 per cent. : how much of the inferior quality should go to 10 lbs. of the superior? 20 marks.

3. (*a.*) Give two rules for multiplying and two rules for dividing a fraction by an integer.

(*b.*) Simplify—

$$\frac{\frac{6}{7} \text{ of } \frac{3}{5} \text{ of } \frac{70}{81}}{4\frac{1}{2} + \frac{1}{6} - \frac{7}{12}}.$$

20 marks.

4. If paper 2¾ feet wide costs 3*s.* 6*d.* per dozen yards, find the cost of papering the walls of a room 18¾ ft. long, 17¼ ft. wide, and 11 ft. high. 20 marks.

5. Compare the rate of interest obtained by investing in the 3 per cents. at 82½ with that obtained by investing in the 3½ per cents. at 93½. 20 marks.

6. (*a.*) Multiply ·01426 oz. by ·316, and divide the product by ·078.

(*b.*) Multiply 3 tons 17 cwts. 1 qr. by ·005. 10 marks.

7. By selling goods for £264 5*s.* 3*d.* I gained £11 2*s.* 9*d.* Find the gain per cent. 10 marks.

8. When the price of gold is £3 17*s.* 10½*d.* per ounce, what is the weight of a nugget which is worth £341·0925? 10 marks.

9. How may an exercise in division be proved by division when there is a remainder?

Divide 60 by 17, and prove the result by division. 10 marks.

10. The weight of a sovereign is 5 dwts. 3¼ grs., and in a sovereign there are only 113 grains of pure gold. How much alloy is there in 888 sovereigns? 10 marks.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Downing, Head Inspector.
Mr. Alexander, District Inspector.

1. Draw a map of Mayo or Down, indicating on it how the county which you select is bounded on all sides. Within the county, mark, with names, twelve places or objects such as should be taught to a Fourth Class. 12 marks.

2. In what counties, and on what rivers are—Jedburgh, Ardrossan, Falkirk, Melrose, Prestonpans, Kilmarnock? 12 marks.

3. Describe an ellipse to represent the orbit of the earth. Represent the sun in proper position, and the earth in aphelion. Draw lines to represent the centripetal and tangential forces; and then indicate the direction in which the earth moves. What each line represents must be distinctly stated. Explain why the earth describes a *curve*. 12 marks.

4. What and where are Hué, Sutlej, Cabes, Coomassie, Sitka, Lindisfarn? 12 marks.

5. By how much does the altitude of the Polar Star vary within twenty-four hours? Why does it vary? 12 marks.

Appendix L. Examination Questions, *Female Teachers.* C Papers.

6. Indicate accurately the positions of:—Hango Head, Olonetz Mountains, Kuban River. 6 marks.

7. Name in order the towns on the following rivers and their tributaries (if any):—Humber, Mersey, Great Ouse. 6 marks.

8. Describe fully the principle on which the surface of the earth is divided into "climates." 6 marks.

9. Describe the position of Sumburgh Head, Spithead, Bell Rock, Cawsand Beacon. 6 marks.

10. Explain definitely what the "first meridian" is, and show why longitude extends to 180°, whilst the greatest latitude is 90°. 6 marks.

PENMANSHIP.—40 Marks.

Half an hour allowed for this exercise.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages:—

Blue through the dusk the smoking currents shine,
And from the bladed field the fearful hare
Limps awkward: while along the forest glade
The wild deer trip, and often turning gaze
At early passenger. Music awakes
The native voice of undissembled joy;
And thick around the woodland hymns arise.

The first and principal rule, therefore, in regard to the economizing and right employment of time is to habituate ourselves to watch it. Alfred knew this well; and we may here relate the method he adopted to measure the passing hours, in his want of those more artificial time-pieces which we possess. Having made his chaplains procure the necessary quantity of wax, he ordered six candles to be prepared, which he had found would together burn for four and twenty hours.

DICTATION AND SPELLING BOOK SUPERSEDED.

50 Marks (including 20 Marks for Dictation).

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Hamilton, Head Inspector.
Mr. Stronge, District Inspector.

The passage for dictation is taken from the Sixth Book of Lessons, page 17, from "True generosity is a duty," down to "in our commerce with prodigality." 20 marks.

1. Give some general rules which may enable us to determine the spelling of analyse, supervise, civilize, and similar words. What is the present tendency in the spelling of these words? 6 marks.

2. (*a.*) Explain clearly why, in Webster's opinion, *worshiping* and *appareled* are to be preferred to the current spelling of these words.

(*b.*) Give reasons for preferring *honor* and *splendor* to *honour* and *splendour*. 6 marks.

3. Mark the accent of each of the following words, and state the rule which it exemplifies, or to which it is an exception:—*Anathema, plethora, bitumen, repartee.* 6 marks.

4. (*a.*) State clearly the rule of spelling, or the exception that applies to each of the words:—*babyish, bulrush, miscellaneous.*

(*b.*) Give the alternative spelling of *blameable, transferable, apostasy,* and assign a reason in favour of the form which you prefer. 6 marks.

5. On what grounds does Sullivan decide the spelling of *complete* and *entire*? What is the other spelling of these words? 6 marks.

6. Spell so as to show the pronunciation, and give the meaning of each of the following words:—*Slough, housewife, surtout, furlough gunwale, boatswain.* 3 marks.

7. Give examples of the change of *p* to *b*, or of *b* to *p* in the formation of frequentative verbs and diminutive nouns. 3 marks.

8. Explain fully the following words:—*Croft, counter, rank.* 3 marks.

9. In what class of words is final *e* pronounced? Give examples. 3 marks.

10. Give two distinct derivations with corresponding differences of meaning for each of the words:—*barb, bower, riddle.* 3 marks.

GRAMMAR AND DERIVATIONS.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions, of which the parsing exercise must be one are to be attempted.*

Mr. Purser, Head Inspector.
Mr. Murphy, District Inspector.

1. Once more through God's high will and *grace,*
Of hours *that each* its task *fulfils,*
Heart-healing Spring resumes its place
The *valley* through, and *scales* the hills.
Who knows not Spring? Who doubts when *blows*
Her breath that Spring *is come indeed*?
The swallow doubts not; nor the rose
That stirs, but *wakes* not; nor the *weed.*

Parse fully the words in *italics.* 20 marks.

2. Give a general analysis of the following passage:—

When Solon, who was the legislator of Athens, came to Sardis, where Crœsus held his court, he was received in a manner suitable to the reputation of so great a man. 10 marks.

3. In what cases may adjectives be used for adverbs? Explain fully. 10 marks.

4. Write out *in full* all the tenses of the verb *to be.* 10 marks.

5. When must a participial noun have a preposition after it, and when may the preposition be omitted? 10 marks.

6. Discuss the correctness of the assertion that personal pronouns are the only real pronouns. 5 marks.

7. Correct or justify the following sentences:—

Each in their turn like Banquo's heroes stalk.
It appeared to be her opened the letter.
I should like to have done it. 5 marks.

Appendix L.

Examination Questions.

Female Teachers.

C Papers.

8. Write notes on the use of the auxiliary verbs Can, Ought, Must. 5 marks.

9. Derive the following words:—Shout, cynic, hospitable, grenadier, carnival. 5 marks.

10. Why was our alphabet said to consist of 24 letters? Account for the name of the letter *w*. 5 marks.

LESSON BOOKS.—50 Marks.

An hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. CONNELLAN, Head Inspector.
Mr. CROMIE, District Inspector.

1. (*a*) "She wolf of France." (*b*) "Is the sable warrior fled?" (*c*) "And spare the meek usurper's holy head." (*d*) "Youth on the prow and pleasure at the helm."
Explain the references in the foregoing extracts. 10 marks.

2. Who were Brutus and Cassius? How does Shakspeare represent each? 10 marks.

3. Give a description of the Abbey of Sligo. 10 marks.

4. In Herschel's opinion a page of lunar distances from the nautical almanac inspires confidence in the conclusions of science. Give an account of a voyage which markedly illustrates this statement. 10 marks.

5. Describe the best way of making catsup. 10 marks.

6. "Merciful Heaven!
Thou rather, with thy sharp and sulphurous bolt"—
Complete the extract. 5 marks.

7. How would you explain the statements that the Desert is a "hard taskmaster" and at the same time "a friendly adversary?" 5 marks.

8. Give the substance of Poor Richard's remarks in answer to the question "Must a man afford himself no leisure?" 5 marks.

9. What are the principal uses of the Cocoa-nut tree to the inhabitants of the Torrid zone? 5 marks.

10. Give a short account of the principal uses of the following metals:—Mercury, copper, tin. 5 marks.

Monitors.

D Papers.

III.—MONITORS OF THIRD YEAR.

METHODS OF TEACHING.—60 marks.

Two hours allowed for this paper.

N.B.—*Only four questions to be attempted.*

Mr. SULLIVAN, Head Inspector.
Mr. HOGAN, District Inspector.

1. When teaching arithmetic, under what circumstances should a pupil be helped who has failed to bring out the correct answer? Explain why a pupil while working should not be allowed to see the answer. 15 marks.

2. The method of teaching the art of correct spelling is recapitulated in the manual under five heads. Give these. 15 marks.

3. What use should a teacher or monitor make of the black-board during the writing-lesson? Before using the black-board, what order should be given? 15 marks.

4. Why should pupils *march* to their places at change of lessons? 15 marks.

5. State the advantages which arise from having each boy provided with a satchel. In what respects is a strap inferior to a satchel? 8 marks.

6. Mention the most common faults in reading, and state the steps which you would take to remedy them when teaching. 8 marks.

7. Account for the fact that in some schools transcription is neglected. State the advantages of this exercise. 7 marks.

8. Give the substance of the reminders to monitors on the subject of map teaching. 7 marks

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ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only four questions to be attempted.*

Mr. HAMILTON, Head Inspector.
Mr. KEENAN, District Inspector.

1. Define ratio and proportion. Show that the numbers 2, 3, 4 and 5 do not form a proportion.
Find a fourth proportional to $\frac{1}{3}$, $\frac{1}{5}$, $\cdot\dot{1}42857\dot{}$. 25 marks.

2. What principal will produce interest amounting to £9 0*s.* 6$\frac{2}{3}$*d.* in 13 months when the rate of interest is £3 6*s.* 8*d.* per cent. per annum? 25 marks.

3. A can do a piece of work in 6 days, B in 8 days, and C in 12 days. B and C work together for 2 days when C leaves, and A takes his place. When will the work be finished? 25 marks.

4. Substract $\frac{1\frac{3}{14}}{\frac{1}{6}}$ of a guinea from $\frac{\frac{2}{5}}{\frac{7}{16}}$ of a sovereign, and express the difference as a fraction of half-a-crown. 25 marks.

5. Four lbs. of tea at 1*s.* 5*d.* per lb. are mixed with 6 lbs. at 1*s.* 10*d.* per lb. At what rate per lb. must the mixture be sold to gain 12$\frac{1}{2}$ per cent? 13 marks.

6. If 4 men mow 15 acres in 10 days of 7 hours, in how many days of 6$\frac{1}{2}$ hours will 7 men mow 19$\frac{1}{2}$ acres? 13 marks.

7. Find the true present worth of £450 lent on 1st May for 6 months and discounted on 1st August at 5 per cent. 12 marks.

8. (*a.*) Reduce 49 acres 1 rood and 13 perches Irish measure to English measure.

(*b.*) Show that an English or statute acre is equal to 10 square chains. 12 marks.

Appendix L.

Examination Questions.

Monitors.

D Papers.

GRAMMAR—60 Marks.

Two hours allowed for this paper.

N.B.—*Only four questions, of which the parsing exercise must be one, are to be attempted.*

Mr. PURSER, Head Inspector.
Mr. MURPHY, District Inspector

1. *What then!* exclaimed Croesus, *you do* not *reckon* me in the number of the happy? *King* of Lydia, replied Solon, true philosophy, *considering what* an infinite *number* of vicissitudes and accidents the life of man is liable to, *does* not *allow* us to glory in any prosperity we enjoy *ourselves* nor *to admire* happiness in others, *which, perhaps,* may prove *only* transient or *superficial.* Parse the words in italics. 24 marks.

2. State fully what is meant (*a*) by the *derivation,* (*b*) by the *classification,* and (*c*) by the *inflection* of words. 12 marks

3. What verbs govern an infinitive? When may the infinitive be said to depend on *for*? 12 marks.

4. Give three rules for forming the plurals of compound nouns. 12 marks.

5. Correct the following sentences where wrong, and give reasons for your changes:—

It is you that is to blame.
John, James, or Pat intend to go with me.
Who is there? It's me.
I know the family more than twenty years. 6 marks.

6. How are verbs conjugated interrogatively? 6 marks.

7. What is the commonest ending to denote the feminine gender, and whence is it derived? Give three other endings denoting the same gender. 6 marks.

8. Derive the following words:—*Exposure, chancellorship, linguist,* and give the meaning of the affixes. 6 marks.

PENMANSHIP.—40 Marks.

Half an hour allowed for this exercise.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages:—

O, I do fear thee, Claudio; and I quake,
Lest thou a feverous life should'st entertain,
And six or seven winters more respect
Than a perpetual honour. Darest thou die?
The sense of death is most in apprehension;
And the poor beetle, that we tread upon,
In corporal sufferance finds a pang as great
As when a giant dies.

If upon viewing the remains of this ancient seat of royalty, we feel disappointed, and even question the tales of its former magnificence, let us consider that since the latest period during which the kings and chiefs of Ireland were wont here to assemble thirteen centuries have elapsed, and our surprise will be not that so few indications of ancient grandeur are to be found, but that any vestige remains.

DICTATION AND SPELLING BOOK SUPERSEDED.

50 Marks (including 20 Marks for Dictation).

One hour and a half allowed for this paper.

N.B.—*Only four questions to be attempted.*

Mr. HAMILTON, Head Inspector.
Mr. KELLY, District Inspector.

[The passage for dictation is taken from the Fifth Book of Lessons of 1892, page 5, "It was at this time that I heard," down to "were despised or misemployed."]

1. What are the two causes that account for and, perhaps, justify the doubling of the final *l* contrary to the second rule of spelling? 6 marks.

2. Write out a list of the common nouns or verbs of two syllables in which the *k* final is retained. 8 marks.

3. Give the meaning of each of the following words, and state, giving the meaning, the word that is liable to be confounded with it :—*alley, exceed, decree, illusion, spacious, ingenious, addition, opposite.* 8 marks.

4. The following words are not spelled according to rule :—*Dryness, hoeing, illness, wisdom.* State precisely the rule or portion of rule that applies to each word. 8 marks.

5. Give the meaning of each of the following words :—*Bey, dey, lee, weald, throw, seed,* and of the word or words pronounced exactly like each. 3 marks.

6. To each of the following verbs add the affix *able,* and explain clearly why the final *e* of the verb is retained or rejected :—*move, change, cure, agree.* 4 marks.

7. Give the present participle of each of the following verbs, and show whether it is affected by the second rule of spelling :—*prefer, ballot, allot, visit.* 4 marks.

8. Write out the words liable to be confounded with *weary, elicit, differ.* Give the meaning of each word. 4 marks.

GEOMETRY AND MENSURATION.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only four questions to be attempted.*

Mr. SULLIVAN, Head Inspector.
Mr. DALTON, District Inspector.

1. Given the sum of the diagonal and two sides of a square, construct it. 13 marks.

2. Through two given points in two parallels draw two straight lines forming a rhombus with the parallels. 13 marks.

3. To a given straight line to apply a rectangle equal to a given triangle. 12 marks.

4. The perpendicular from one of the angles of a rhombus to the opposite side divides that side into segments of 2 and 10 inches : find the area of rhombus. 12 marks.

Appendix L.

Examination Questions.

Monitors.

D Papers.

5. If the square described upon one of the sides of a triangle be equal to the squares described upon the other two sides, the angle contained by those two sides is a right angle: prove. 8 marks.

6. If a diagonal of a parallelogram be equal to a side of the same figure, that diagonal is less than the other. 8 marks.

7. The parallel sides of a trapezoid are 750 links and 1225 links, and the perpendicular distance 1540 links; find the area in acres, roods, etc. 7 marks.

8. What is the hypothesis in each of the following propositions—I. 5; I. 8; I. 29; I. 34? 7 marks.

BOOK-KEEPING—50 Marks.

Two hours allowed for this paper.

N.B.—*Only four questions to be attempted.*

Mr. CONNELLAN, Head Inspector.
Mr. W. J. BROWNE, District Inspector.

1893		£	*s.*	*d.*
Jan. 1.	—Cash on hand,	75	0	0
	Tea,	120	10	0
„	Bought of J. Shannon, 5 chests of tea, 300 lbs., at 2*s.* 3*d.* per lb.,	33	15	0
„ 4,	Sold James Robertson, 2 chests, weight 120 lbs., at 2*s.* 6*d.* per lb.,	15	0	0
„ 6,	Sold Wm. Jones, 2 chests, 120 lbs., at 2*s.* 8*d.*,	16	0	0
„ 8,	Paid J. Shannon,	33	15	0
„ 12,	Sold Wm. Jones, 5 chests, 300 lbs., at 2*s.* 4*d.*	35	0	0
„ 20,	Received from W. Jones, cheque,	51	0	0
„ „	Received from James Robertson,	15	0	0
„ 21,	One chest of tea destroyed, 60 lbs.,	6	10	0

1. Journalize the foregoing. 14 marks.

2. Post into ledger; balance and close the accounts, valuing tea on hand, £55 10*s.* 14 marks.

3. I give my acceptance and £10 cash, in payment of goods, to Patrick Smith. (*a.*) Give my journal entries; (*b.*) and also Patrick Smith's. 12 marks.

4. What is meant by a double balance? Why is the cash account not closed by a double balance? 10 marks.

5. Journalize—

(1) I receive interest for money lent to W. Jones.
(2) I pay rent to James Doyle.
(3) I receive five per cent. discount for ready money from W. Smith. 9 marks.

6. I see entered on Cr. side of goods account "By balance, £1,486 10*s.* 6*d.*" What is the meaning of this entry? 6 marks.

7. John Robinson owes me £140. In what two places should this item appear when the accounts are closed? 5 marks.

8. The last entry in a goods account is on the Dr. side—"to profit and loss"—does it indicate gain or loss, and why? 5 marks.

ALGEBRA.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only four questions to be attempted.*

Mr. HAMILTON, Head Inspector.
Mr. M'GLADE, District Inspector.

1 Simplify :—

$$\frac{5a}{2} - \frac{21b}{2} - 3\left[\frac{1}{6}b - 2\left\{\frac{1}{3}a - b - 3\left(\frac{2}{9}a - \frac{5}{6}b\right)\right\}\right].$$

14 marks.

2. Reduce to its lowest terms the fraction :—

$$\frac{x^4 + 3x^2 + 6x + 35}{x^4 + 2x^3 - 5x^2 + 26x + 21}.$$

12 marks.

3 Solve the equation :—

$$(2x-3)(2x+5) - 3(2x+1)(3x-2) = 7(5-2x)(1+x).$$

12 marks.

4 Divide :—

$$\frac{9}{16}a^4 - a^3 - \frac{23}{9}a^2 + \frac{8}{3}a + 4 \quad \text{by} \quad \frac{3}{4}a^2 - \frac{2}{3}a - 2.$$

12 marks.

5 If $a = 10$, $b = 8$, $x = 12$, and $y = -4$, find the value of

$$a + b\sqrt{x-y} - (a-b)\sqrt[3]{x+y}.$$

7 marks.

6. Multiply :—

$$6\left\{a - \frac{3}{2}\left(b - \frac{4}{3}\right)\right\} \quad \text{by} \quad \frac{1}{3}(2a+1) + b + 1.$$

6 marks.

7. Simplify :—

$$\frac{x^2 - ax}{x^2 - 4} \times \frac{x^2 + 2x + ax + 2a}{x^2 - a^2}$$

6 marks.

8. Take $2 - 3x$ from $x^2 - 2x - 1$ and multiply the remainder by the sum of $x^2 - 1 + 2x$ and $4 - 3x$. 6 marks.

LESSON BOOKS.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only four questions to be attempted.*

Mr. CONNELLAN, Head Inspector.
Mr. CROMIE, District Inspector.

1. As an exercise in composition, write in prose the substance of the Poem "The Wasp and the Bee." 16 marks.

2. "Good Heaven! What sorrows gloomed that parting day." Complete the lines down to—

"In all the silent manliness of grief." 12 marks.

3. State the different respects in which bears are of value to the inhabitants of countries in which they are found. 12 marks.

Appendix L.

Examination Questions.

Monitors.

D Papers.

4. Give an account of the fabulous origin assigned to Lough Neagh. 10 marks.

5. Describe the manufacture of plate glass. 7 marks.

6. Explain the following passages :—

(*a.*) "Then shook the hills with thunder riven."
(*b.*) "Our harps we left by Babel's streams."
(*c.*) "Stood fronting the foe by the red rolling stream." 8 marks.

7. "With thy clear keen joyance
Languor cannot be."

Complete this stanza, and give also the stanza that immediately succeeds. 4 marks.

8. To what order of animals does each of the following belong :— Deer, hare, lion, fox ? Describe fully one of these animals. 6 marks.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only four questions to be attempted.*

Mr. Downing, Head Inspector.
Mr. Alexander, District Inspector.

1. Draw an outline Map of Ireland, and for Ulster or Munster mark neatly, with names, the positions of the principal islands and arms of the sea. 15 marks.

2. Respecting each of the following towns, state the name of the river on which it is situated, the name of the county to which it belongs, and any circumstances for which it is noted :—Worcester, Stratford, Merthyr Tydvil, and Southampton. 15 marks.

3. Compute the difference of time between the most easterly and the most westerly points of Ireland. 15 marks.

4. What and where are Yedo, Hainan, Bojador, Barca, Potosi ? 15 marks.

5. Name three Provinces of British India in the valley of the Ganges, and give the capital of each. 8 marks.

6. What and where are Sarawak, Goomtee, Pretoria, and Waikato ? 8 marks.

7. What counties are separated by the Tees, the Tyne, and the Teify, respectively ? 8 marks.

8. Name the five planets that are visible to the naked eye ; and distinguish those that are nearer to the sun than the earth is. 6 marks.

AGRICULTURE.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only four questions to be attempted.*

Mr. Connellan, Head Inspector.
Mr. Smith, District Inspector.

1. Describe the treatment flax should get from the time of steeping until that of scutching. 14 marks.

2. Describe the mode of sowing grass-seed with spring corn. 12 marks.

3. Give a description of a good mould board for a plough. 12 marks.

4. Name the points of a good Kerry cow. 12 marks.

5. What are the sources of phosphatic manures? 7 marks.

6. Describe the grubber, and explain its use. 6 marks.

7. A firkin is half full of butter—describe how any further addition should be made. 7 marks.

8. Explain the following terms :—*rennet, test-holes, strippings, hoove grease.* 5 marks.

DRAWING.—50 Marks.

Three hours allowed for this subject.

N.B.—*The name of the Monitor and of his School to be written on each paper.*

Mr. Newell, Head Inspector.
Mr. Craig, District Inspector.

I.—FREEHAND DRAWING.—20 marks.

A drawing of the example supplied is to be made on an enlarged scale ; the height to be increased one inch, and the breadth in proportion.

II.—OBJECT DRAWING.—12 marks.

The Examiner will place on a table, about three feet high, a small wash tub, leaning against the left side of this he will place a tin basin, the bottom of which shall rest against the tub. A drawing of these two objects is to be made, so as to fairly fill the paper.

III.—PRACTICAL GEOMETRY.—18 marks.

Note.—*Any three of the following questions may be attempted. Answers should be written on one side of the paper only, and where a construction is not obvious, an explanation should be given, the points being marked with letters.*

Full credit will not be allowed for a question, unless the construction is neatly drawn, and all lines are shown.

1. Make a pentagon of 1·5 inches side, and inscribe a square in it. 6 marks.

2. In a circle of $1\frac{1}{2}$ inch radius inscribe 5 equal circles. 6 marks.

3. Construct a rectangle of 3 square inches area, its sides to be in the proportion of 3 to 2. 6 marks.

4. Draw two parallel lines which shall be 1 inch apart, and find a point which shall be equidistant from these lines. 3 marks.

5. Construct a rectangle, one of whose sides is $\frac{3}{4}$ inch, and its diagonal 1 inch. 3 marks.

6. Show how to draw a diagonal scale, in which the inch shall be divided into 120 equal parts. 3 marks.

Appendix L.

Examination Questions.

Monitors.

D Papers.

MUSIC—HULLAH.—50 Marks.

One hour and a half allowed for this paper.

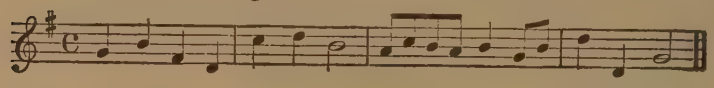
Not more than four questions to be attempted.

Mr. P. GOODMAN, Examiner in Music.

1 Write in the treble clef, prefixing signature, the four major scales which have for their first note or Tonic—

Sol (G), Re (D), Sol flat (G ♭), and Fa sharp (F ♯). 15 marks.

2. Write the following an octave lower in the bass stave :—



13 marks.

3. Name all the perfect fourths in the scale of Fa (F) major.
10 marks.

4. Transpose the following into the scale of Mi (E) :—

12 marks.

5. Write one bar in each of the following times: $\frac{3}{4}$, $\frac{2}{4}$, $\frac{6}{4}$.
6 marks.

6. Give the dominant, subdominant, and the leading note in the scale of Mi flat (E ♭) major. 7 marks.

7. Explain the following terms :—

Solfeggio, Solo, Da Capo, Allegro, Andante. 6 marks.

8. How many major seconds are found in the major scale?
6 marks.

MUSIC—TONIC SOL-FA.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only four questions to be attempted.*

Mr. P. GOODMAN, Examiner in Music.

1. Explain the construction of the common scale and give the mental effects of the tones of which it is composed. 14 marks.

2. Write the time names of the following pulses :—

{ | *d* . *d* : *d* | *d* : — | : *d* }

| *d* : — . *d* | *d*.*d*,*d* : *d* ., *d* | *d*,*d*.*d*,*d* : *d* ‖

12 marks.

3. Define time in music? How is it marked? Which is the more difficult to distinguish time or tune? In what measures is the medium accent found? In what measures is it not found? 12 marks.

Appendix I. Examination Questions. *Monitors.* D Papers.

4. Name the following intervals :—

$$\left\{\begin{array}{|c|c|c|c|c|c|}\hline m & f & f^{1} & m^{1} & f^{1} & \\ s_{1} & r & l & d^{1} & s & \\ \hline\end{array}\right.$$

12 marks.

5. Write the following an octave lower doubling the value of each note :—

$$|m^{1} : d^{1}| r^{1} : l| t : d^{1}| f : m.r| s : t_{1}| d : -\|$$

7 marks.

6. What tone is taken as the standard of pitch? Where is it in a young boy's voice? Where in a man's? 6 marks.

7. What is a key? What is meant by key F? 6 marks.

8. What are the four elements of every musical tone? 6 marks

IV.—MONITRESSES OF THIRD YEAR.

Monitresses. D Papers.

METHODS OF TEACHING.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only four questions to be attempted.*

Mr. Sullivan, Head Inspector.
Mr. Hogan, District Inspector.

1. During the desk lesson in arithmetic, how should very young children—mere beginners—be employed? And how should those who are a little more advanced be employed? 15 marks.

2. Why should transcription be done on paper rather than on slates? 15 marks.

3. Give the most important tests of good writing. What objections have been made against angular hand? 15 marks.

4. After a "change," the next lesson should be commenced without a moment's delay. What is the "double good" thus effected? 15 marks.

5. An order should never be issued more than once. Give reasons in support of this statement. 7 marks.

6. Why do children count on the fingers rather than use the tables? Why should this practice be checked? 8 marks.

7. Give the substance of the remarks in the Manual as to interrupting a child while reading. 7 marks.

8. What are the duties of a monitor who has charge of a class, (1) before a writing lesson; (2) during the writing lesson; (3) after the lesson? 8 marks.

Appendix L.

Examination Questions.

Monitresses.

D Papers.

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only four questions to be attempted.*

Mr. HAMILTON, Head Inspector
Mr. KEENAN, District Inspector.

1. Find by Practice the cost of a bar of gold weighing 4 lbs. 5 ozs. 5 dwts. 21 grs., at £3 17*s.* 10½*d.* per ounce. 25 marks.

2. (*a.*) If a pound of sugar costs ·0703125 of 16*s.*, find the value of ·0625 cwt.

(*b.*) Divide the product of 2·146 and ·0138 by ·023. 25 marks.

3 (*a.*) Reduce eight millions eight hundred and sixty-eight thousand and ninety-seven square feet to acres statute measure.

(*b.*) Reduce 9¾ acres statute measure to Irish measure. 25 marks.

4. A sum of money amounting to £32818 is divided among four men in the proportions of the fractions ⅔, ¾, ⅘, and ⅚. How much did each man receive? 25 marks.

5. (*a.*) Show that an exercise in Subtraction may be proved in two ways.

(*b.*) In a certain sum the dividend is 31884740: the quotient 40930. Find the divisor and the remainder. 13 marks.

6. If $4\frac{1}{12}$ lbs. cost $£3\frac{17}{18}$, what will $2\frac{1}{8}$ cwts. cost? 13 marks.

7. Find the interest on £706 15*s.* 11*d.* from 12th June to 16th November at 7 per cent. 12 marks.

8. Add together $\frac{5}{9}$ of a guinea, $\frac{3}{16}$ of a pound, $\frac{7}{10}$ of a shilling, and reduce the result to the decimal of a crown. 12 marks.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only four questions to be attempted.*

Mr. DOWNING Head Inspector.
Mr. ALEXANDER, District Inspector.

1. Draw an outline map of Ireland; marking neatly with names, the positions of the islands, inlets of the sea, and towns on the coast of Ulster or Connaught. 15 marks.

2. How has the shape of the earth been affected by its diurnal motion? 15 marks.

3. Describe the position of the Amirante Islands, Lagos, Montreal, Gulf of Paria, Sark. 15 marks.

4. Describe a circle about four inches in diameter to represent the Eastern Hemisphere, and draw meridians and parallels of latitude 20° apart. Mark the degrees in the usual way, and then indicate with a small cross the position of a place 55° N. L., and 95° E. L. 15 marks.

5. Name four kinds of oil which we import, and tell the names of the countries from which we obtain each kind. 8 marks.

6. Write a description of Cyprus; giving all the facts told you in your text-book. 8 marks.

7. Name twelve towns in British North America, mentioning, in each case, the province to which the town belongs. 8 marks.

8. Where are the following mountains:—Parime, Stanavoi, Camaroon? 6 marks.

PENMANSHIP.—40 Marks.

Half an hour allowed for this exercise.

Your penmanship will be judged from the neatness and accuracy with which you copy the following passages :—

Blue through the dusk the smoking currents shine,
And from the bladed field the fearful hare
Limps awkward : while along the forest glade
The wild deer trip, and often turning gaze
At early passenger. Music awakes
The native voice of undissembled joy ;
And thick around the woodland hymns arise.

The first and principal rule, therefore, in regard to the economizing and right employment of time is to habituate ourselves to watch it. Alfred knew this well ; and we may here relate the method he adopted to measure the passing hours, in his want of those more artificial time-pieces which we possess. Having made his chaplains procure the necessary quantity of wax, he ordered six candles to be prepared, which he had found would together burn for four and twenty hours.

SPELLING BOOK, &c.—50 Marks (including 20 Marks for Dictation).

One hour and a half allowed for this paper.

N.B.—*Only four questions to be attempted.*

Mr. HAMILTON, Head Inspector.
Mr. KELLY, District Inspector.

The passage for dictation is taken from the Fifth Book of Lessons, page 112 : "They form indeed the riches," down to "with difficulty separated from it." 20 marks.

1. When a word of two or more syllables is used sometimes as a noun and sometimes as a verb, how is the difference of application distinguished?—Give three examples of words in which no distinction is made. 6 marks.

2. *Gaseous, unbiassed, worshipper,* and *woollen* are given as exceptions to a rule of spelling. Write out the rule, and specify distinctly the part that bears on each word. 8 marks.

3. Give the different meanings of *date, deck, link, pale.* 8 marks.

4. When an affix is added to a word ending in *y* the *y* usually becomes *i*. In what cases does the *y* become *e*, and in what cases is it retained unchanged? 8 marks.

5. Write down the words pronounced nearly like *raise, rain, pair,* and give the meanings of all the words. 3 marks.

6. *Supine* and *tarry* are examples from the Fourth Class of verbal distinctions. Give the different meanings of these words, and their proper pronunciation in each case. 4 marks.

7. Give the spelling of the words pronounced in the same way as *leaf, indite, jam* and *limb,* and indicate clearly the different meanings of all the words. 4 marks.

8. Write out the fifth rule of spelling and give at least six exceptions to this rule. 4 marks.

Appendix L.

Examination Questions.

Montfresses, D Papers.

GRAMMAR.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only four of these questions, of which the parsing exercise must be one, are to be attempted.*

Mr. PURSER, Head Inspector.
Mr. MURPHY, District Inspector.

1. *Work while* it is called *to-day, for* you know not *how much* you *may be hindered to-morrow.* "One to-day is *worth* two *to-morrows,*" as poor Richard says; and *further,* "never *leave that* till to-morrow *which* you can do to-day." If you *were* a servant *would* you not be ashamed that a good master should catch you *idle.*
Parse the words in *italics.* 24 marks.

2. Name all the indefinite pronouns; and distinguish between *some* and *several, all* and *every.* 12 marks.

3. Conjugate the following verbs:—Seethe, flew, tear, wrought, shrink, must. 12 marks.

4. Correct the following sentences, if necessary, giving reasons for your changes:—
It was John not me you gave it to.
I am sure it wasn't us.
In unity consists the welfare and security of society.
For pity sake hear me. 12 marks.

5. Divide the words of the following sentence into syllables:—
The musician and soldier had a fatal quarrel: having abused each other they fought a bloody duel with sabres. 8 marks.

6. Mention six adjectives that are comparative in Latin, but not in English. Give reasons for not considering them comparative in English. 8 marks.

7. Derive the following words:—Ramble, breadth, require, energy; and state what language the root belongs to. 8 marks.

8. The word *but* may be three different parts of speech; name them, and write sentences in illustration. 6 marks.

LESSON BOOKS.—50 Marks.

An hour and a half allowed for this paper.

N.B.—*Only four questions to be attempted.*

Mr. CONNELLAN, Head Inspector.
Mr. CROMIE, District Inspector.

1. As an exercise in composition, write out in your own words the story of Van Wyk and the lion. 16 marks.

2. Quote and explain the Scriptural allusions in the lesson on the Wolf. 12 marks.

3. "And thou, sweet poetry, thou loveliest maid,"
Complete the passage down to
"Thou nurse of every virtue, fare thee well." 12 marks.

4. How does the nightingale afford proof that the Creator is "impartial in the distribution of His benefits to the feathered tribe"? 10 marks.

5. "What thou art we know not"—
Complete the passage to
"To sympathy with hopes and fears it heeded not." 6 marks.

6. Write, in your own words, the morals of the following fables:—(*a*). "The Fox and the Grapes"; (*b*). "The Fox without a Tail"; (*c*). "The Creaking Wheels." 6 marks.

7. Give three examples to show that great men, for the most part, have been contented and cheerful. 8 marks.

8. In what respects is Sweden a country interesting to travellers? 5 marks.

DRAWING.—50 Marks.

Three hours allowed for this subject.

N.B.—*The name of the Monitress and of her School to be written on each paper.*

Mr. Newell, Head Inspector.
Mr. Craig, District Inspector.

I.—FREEHAND.—20 Marks.

Copy the example given, enlarged in breadth about 1 inch, and proportionately throughout.

II.—OBJECT DRAWING.—12 Marks.

The examiner will place on a small schoolroom form, or on the seat of the stool belonging to the teacher's desk, a glass water-bottle with a tumbler standing beside it. A drawing of these objects is to be made so as fairly to fill the paper.

III.—PRACTICAL GEOMETRY.—18 Marks.

Note.—*Any three of the following questions may be attempted. Answers should be written on one side of the paper only, and where a construction is not obvious, an explanation should be given, the points being marked with letters.*

Full credit will not be allowed for a question unless the construction is neatly drawn and all lines are shown.

1. A triangle, ABC, has its sides 2 inches, 1·6 inches, and 2·1 inches respectively. Construct the figure and inscribe a square in it. 6 marks.

2. Draw a rectangle, 1 inch by $2\frac{1}{2}$ inches. On a given line, 2 inches long, construct a triangle of equal area. 6 marks.

3. Inscribe a circle in a rhombus of 2 inches side and 2·25 inches diagonal. 6 marks.

4. In a square, whose side is 2 inches, inscribe four equal circles, each touching two sides of the square. 3 marks.

5. A straight line, AB, is 2·5 inches long. Divide it into eleven equal parts. 3 marks.

6. In a circle, $1\frac{1}{2}$ inch in diameter, inscribe a regular hexagon. 3 marks.

Appendix L.

Examination Questions.

Monitresses.

D Papers.

MUSIC—(HULLAH).—50 Marks.

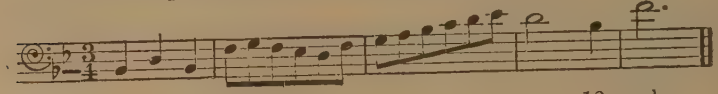
An hour and a half allowed for this paper.

Not more than four questions to be attempted.

Mr. P. GOODMAN, Examiner in Music.

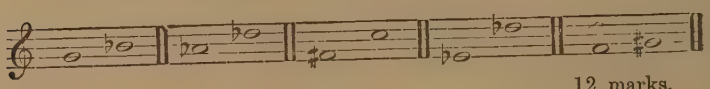
1. Write in the treble clef, prefixing signature, the scales of Mi natural (E) and La flat (A♭) major, and also the scales which have these notes for Dominant. 14 marks.

2. Write this passage in the Treble clef an octave higher :—



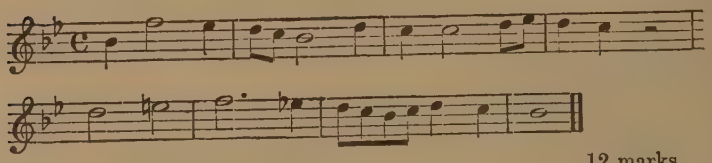
12 marks.

3. Name the following intervals :—



12 marks.

4. Transpose the following into the key of La (A) :—



12 marks.

5. Write one bar in each of the following times :—$\frac{4}{2}$, $\frac{6}{8}$, $\frac{3}{8}$. 8 marks.

6. To what note of the Scale is the last sharp in a signature always applied? To what note the last flat? 5 marks.

7. What are the major and minor thirds in the scale of Sol (G) major? 6 marks.

8. What are *essential* sharps or flats? What are Accidentals? 6 marks.

TONIC SOL-FA.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only four questions to be attempted.*

Mr. P. GOODMAN, Examiner in Music.

1. Where may the Scale be divided into two similar portions? What are these similar portions called? In what respects are they similar? In what different? 14 marks.

2. Write the time names of the following :

$\{ |d\ .m:-.r\ |s\ .\ \ :l\ .t,d'|\ m.s\ :f\ .,r \}$

$\{ |d\ \ :\ \ |d'\ :\ -\ \| \}$

12 marks.

3. What is the mental effect of (1) *Me*, (2) *Lah*, (3) *Ray*, (4) *Soh*, (5) *Te*? 12 marks.

4. Write in primary form (1) a four pulse measure, (2) a six pulse measure, (3) a three pulse measure, and (4) a two pulse measure? 12 marks.

5. In what Step of the Tonic Sol-Fa method are the notes *Fe* and *Ta* introduced? What else is introduced in the same step? 7 marks.

6. Write the Standard Scale of Pitch? 6 marks.

7. What is a Tune? What is meant by the Key-tone of a Tune? 6 marks.

8. Define *Melody* and *Harmony*? 6 marks.

V.—EXTRA SUBJECTS.—MALES.

LATIN.—50 marks.

Two hours allowed for this paper.

Only five questions to be attempted—to include at least one from each group, A, B, C.

Mr. NEWELL, Head Inspector.
Mr. WARNER, District Inspector.

A

1. Translate into English :—

Haec agenti portentum terribile visum : anguis ex columna lignea elapsus cum terrorem fugamque in regia fecisset, ipsius regis non tam subito pavore perculit pectus, quam anxiis implevit curis. Itaque cum ad publica prodigia Etrusci tantum vates adhiberentur, hoc velut domestico exterritus visu Delphos ad maxime inclitum in terris oraculum mittere statuit.—LIVY.

10 marks.

2. In somnis ecce ante oculos mœstissimus Hector
Visus adesse mihi, largosque effundere fletûs ;
Raptatus bigis, ut quondam, aterque cruento
Pulvere, perque pedes trajectus lora tumentes.
Hei mihi, qualis erat ! quantùm mutatus ab illo
Hectore, qui redit exuvias indutus Achillis,
Vel Danaûm Phrygios jaculatus puppibus ignes !
Squalentem barbam, et concretos sanguine crines,
Vulneraque illa gerens, quæ circum plurima muros
Accepit patrios.—VIRGIL. 10 marks.

3. Ubi vineis actis, aggere exstructo, turrim procul constitui viderunt, primùm irridere ex muro, atque increpitare vocibus, quò tanta machinatio ab tanto spatio institueretur? quibusnam manibus, aut quibus viribus, præsertim homines tantulæ staturæ—nam plerumque hominibus Gallis, præ magnitudine corporum suorum, brevitas nostra contemptui est,—tanti oneris turrim in muros sese collocare confiderent?—CÆSAR.

10 marks.

B

4. Translate into Latin :—

At the junction of Glenmalure with the Vale of Avoca, the Avonbeg and Avonmore unite their streams, and the confluence of these rivers is termed the Meeting of the Waters. Nature has here scattered her charms with a liberal hand ; waving woods, clear waters, and verdant shores, combine to render the scene one of surpassing softness and tranquillity. 10 marks.

Appendix L.

Examination Questions.

Male Teachers.

A[1] Paper.

5. Express in Latin :—

(*a.*) *I congratulate you on your having recovered.*

(*b.*) *If anyone were to do this he would lay the king under a great obligation.*

(*c.*) *Has not Caesar been warned by you not to believe the Gauls?*

(*d.*) *I doubt not but that you will be praised by all.*

(*e.*) *Having taken Marseilles by storm he returned home.* 5 marks.

C

6. How are the following idioms expressed in Latin :—

(*a.*) *To take in good part*;

(*b.*) *Three hundred of us are come*;

(*c.*) *It demands firmness*;

(*d.*) *I armed the greatest forces I could*;

(*e.*) *One runs one way, another another.* 10 marks.

7. Give the rule of government for the impersonals, *pudet, piget, pœnitet*, &c. 5 marks.

8. Decline the nouns *bos, mare, jecur, os* (a bone), *iter*. 5 marks.

9. Give rules showing when the genitive plural of 3rd Declension ends in *ium*. 5 marks.

10. Sketch briefly the course of the *Second Punic* War, *or* describe the laws and constitutional changes of *Sylla*. 5 marks.

A, B, or C Paper.

LATIN.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted—to include at least one from each group A, B, C.*

Mr. Newell, Head Inspector.
Mr. Warner, District Inspector.

A.

1. Translate into English :—

Ingenti incremento rebus auctis cum in tanta multitudine hominum discrimine recte an perperam facti confuso facinora clandestina fierent, carcer ad terrorem increscentis audaciae media urbe inminens foro aedificatur. Nec urbs tantum hoc rege crevit, sed etiam ager finesque : silva Mesia Veientibus adempta usque ad mare imperium prolatum, et in ore Tiberis Ostia urbs condita, salinae circa factae, egregieque rebus bello gestis aedis Iovis Feretrii amplificata.—Livy.

10 marks.

2. De numero eorum omnia se habere explorata Remi dicebant; propterea quòd propinquitatibus affinitatibusque conjuncti, quantam quisque multitudinem in communi Belgarum concilio ad id bellum pollicitus sit cognoverint. Plurimùm inter eos Bellovacos et virtute et auctoritate et hominum numero valere: hos posse conficere armata millia centum; pollicitos ex eo numero electa millia sexaginta, totiusque belli imperium sibi postulare. Suessiones suos esse finitimos; latissimos feracissimosque agros possidere.—CÆSAR.

10 marks.

3. Ausus quinetiam voces jactare per umbram,
Implevi clamore vias, mœstusque Creüsam
Nequiquam ingeminans, iterumque iterumque vocavi.
Quærenti, et tectis urbis sine fine furenti,
Infelix simulacrum atque ipsius umbra Creüsæ
Visa mihi ante oculos, et notâ major imago.
Obstupui, steteruntque comæ, et vox faucibus hæsit.
Tum sic affari, et curas his demere dictis.—VIRGIL.

10 marks.

B.

4. Translate into Latin:—

Chinvang the Chaste, ascending the throne of China, commanded that all who were unjustly detained in prison during the preceding reigns should be set free. Among the number who came to thank their deliverer on this occasion there appeared a majestic old man, who, falling at the emperor's feet, addressed him as follows. 10 marks.

5. Express in Latin:—

(*a.*) *The Consul has fixed the elections for the 21st of July.*

(*b.*) *There is no doubt that the Gauls are too brave to be conquered in one battle.*

(*c.*) *Apiolae, a town of the Latins, was taken by King Tarquinius.*

(*d.*) *He answered that custom, which is a second nature, was on our side.*

(*e.*) *Might he not have lived at Rome?* 5 marks.

C.

6. How are the following English idioms expressed in Latin:—

(*a.*) *He hopes to live.*
(*b.*) *I have need of food.*
(*c.*) *He is too proud to steal.*
(*d.*) *He deserves to be loved.*
(*e.*) *Instead of reading, he is at play.* 10 marks.

7. When are *dum, donec, quoad*, followed by the *subjunctive*?

5 marks.

8. Conjugate *iubeo, fingo, peto, orior, ferveo.* 5 marks.

9. Say briefly what you know of *Flamininus, Lucullus, Sertorius, Regulus, Spartacus.* 5 marks.

10. Give a sketch of Roman history from the death of *Cæsar* to the battle of *Philippi, or* describe the laws of *Caius Gracchus.*

5 marks.

Appendix L
Examination Questions.
Male Teachers.
A[1] Paper.

FRENCH.—50 Marks.

An hour and a half allowed for this paper

Only five questions are to be attempted, one at least from each section A, B, C.

Mr. NEWELL, Head Inspector.
Mr. HYNES, District Inspector.

A.

1. Translate into English:—

Hé bien ! défendrez-vous au sage
De se donner des soins pour le plaisir d'autrui ?
Cela même est un fruit que je goûte aujourd'hui
J'en puis jouir demain, et quelque jours encore ;
Je puis enfin compter l'aurore
Plus d'une fois sur vos tombeaux.
Le vieillard eut raison : l'un des trois jouvenceaux
Se noya dès le port, allant à l'Amérique ;
L'autre, afin de monter aux grandes dignités,
Dans les emplois de Mars servant la république,
Par un coup imprévu vit ses jours emportés ;
Le troisième tomba d'un arbre
Que lui-même il voulut monter ;
Et, pleurés du vieillard, il grava sur leur marbre
Ce que je viens de ranconter.—*La Fontaine.*

10 marks.

2. Hélas ! l'état horrible où le ciel me l'offrit
Revient à tout moment effrayer mon esprit.
De princes égorgés la chambre était remplie ;
Un poignard à la main, l'implacable Athalie
Au carnage animait ses barbares soldats,
Et poursuivait le cours de ses assassinats.
Joas laissé pour mort frappa soudain ma vue :
Je me figure encor sa nourrice éperdue,
Qui devant les bourreaux s'était jetée en vain,
Et, faible, le tenait renversé sur son sein.—*Athalie.*

10 marks.

3. Heureux, me disait-il sans cesse, le peuple qu'un sage roi conduit ainsi ! mais encore plus heureux le roi qui fait le bonheur de tant de peuples et qui trouve le sien dans sa vertu ! Il tient les hommes par un lien cent fois plus fort que celui de la crainte, c'est celui de l'amour. Non-seulement on lui obèit, mais encore on aime à lui obéir. Il règne dans tous les cœurs : chacun, bien loin de vouloir s'en défaire, craint de le perdre, et donnerait sa vie pour lui.—*Télémaque.*

10 marks.

B.

4. Translate into French:—

The Pestilence, with engaging candour, confided to the Philosopher that it was about to carry off ten thousand people in a neighbouring city. Everybody knows the story. On a second meeting, the Philosopher observed that his acquaintance had largely exceeded the original estimate. "Not at all," rejoined the Pestilence, "I killed but ten thousand ; the rest succumbed to fear." 10 marks.

5. Express in French :—

(*a*) *He fell from the frying-pan into the fire.*

(*b*) *Will you show me the way to the railway station?*

(*c*) *I like Paris better than London.*

(*d*) *Your coat fits very well.*

(*e*) *It is useless for you to attempt it.*

5 marks.

C.

6. Write out in full the present tense, indicative mood, of *essayer, appeler, mener, traire, maudire.* 10 marks.

7. Distinguish between *An* and *Année*, and illustrate by examples the different uses of these words. 5 marks.

8. What letters are silent in *dompter, bœufs, St. Cloud, Zénith, hésiter?* 5 marks.

9. Express in French the following number :—

34,596.

5 marks.

10. What prepositions would you use after *content, bon, ignorant, affable, digne?* 5 marks.

FRENCH—50 Marks. A, B, or Paper.

One hour and a half allowed for this paper.

N.B.—*Only five questions are to be attempted—one at least from each group, A, B, C.*

Mr. Newell, Head Inspector.
Mr. Hynes, District Inspector.

A.

1. Translate into English :—

Elle ne pouvait manquer sans doute d'apprendre bien vîte, car elle avait beaucoup d'inclination pour cet art. L'Aigle fit tout ce qu'il put pour s'en excuser, et lui représenta même combien cela était contraire à ses dispositions naturelles. Mais comme c'est l'ordinaire des opiniâtres, plus l'un s'y opposait, plus l'autre le voulait absolument. L'Aigle voyant qu'il n'y avait pas moyen de l'en dissuader, la prit entre ses serres, l'enleva bien haut dans l'air, et puis la laissa tomber sur un rocher, où elle fut mise en pièces.—*La Fontaine.* 10 marks.

2. Du tombeau, quand tu veux, tu sais nous rappeler ;
Tu frappes et guéris, tu perds et ressuscites
Ils ne s'assurent point en leurs propres mérites,
Mais en ton nom sur eux invoqué tant de fois,
En tes serments jurés au plus saint de leurs rois,
En ce temple où tu fais ta demeure sacrée,
Et qui doit du soleil égaler la durée.
Mais d'où vient que mon cœur frèmit d'un saint effroi?
Est-ce l'esprit divin qui s'empare de moi?
C'est lui-même ; il m'échauffe, il parle : mes yeux s'ouvrent,
Et les siècles obscurs devant moi se découvrent.—*Athalie.*

10 marks.

Appendix I. Examination Questions. *Male Teachers.* A, B, or C Paper.

3. Il se tait, il soupire, il tire de son cœur de profonds gémissements; il ne peut cacher les remords qui déchirent ses entrailles. Les mets les plus exquis le dégoûtent. Ses enfants, loin d'être son espérance, sont le sujet de sa terreur : il en a fait ses plus dangereux ennemis. Il n'a eu toute sa vie aucun moment d'assuré ; il ne se conserve qu'à force de répandre le sang de tous ceux qu'il craint. Insensé, qui ne voit pas que sa cruauté, à laquelle il se confie, le fera pèrir ! Quelqu'un de ses domestiques, aussi défiant que lui, se hâtera de délivrer le monde de ce monstre.—*Télémaque.* 10 marks.

B.

4. Translate into French .—

I then looked round with anxious eagerness : and, first turning my eyes behind me, saw a stream flowing through flowery islands, which everyone that sailed along seemed to behold with pleasure ; but no sooner did he touch them, than the current, which though not noisy or turbulent, was yet irresistible, and bore him away. 10 marks.

5. Express in French :—

(*a*) *We want a boat.*
(*b*) *What kind of weather is it.*
(*c*) *I have just found my pocket-book.*
(*d*) *Warm yourself if you are cold.*
(*e*) *That word is easily translated.* 5 marks.

C.

6. Write out in full the present tense, indicative mood of *prendre, paître, boire, absoudre, clore.* 10 marks.

7. What are the genders of *poète, vertu, lundi, fer, leçon ?* 5 marks.

8. Compare *triste, bon, mauvais, petit, peu.* 5 marks.

9. Distinguish between :—

Mauvais air and *L'air Mauvais* ;
Des honnêtes gens and *Des gens honnêtes* ;
Mort eau and *Eau morte* ;
Un pauvre homme and *Un homme pauvre* ;
Un plaisant conte and *Un conte plaisant.* 5 marks.

10. Give the meanings of the following words in the masculine and feminine :—*Aigle* ; *Couple* ; *Manche* ; *Mousse* ; *Tour.* 5 marks.

A Paper.

BOTANY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Connellan, Head Inspector.
Mr. W. A. Brown, District Inspector.

1. Give an account of the principal kinds of vegetable fibres employed for cordage and textile purposes, noting the various plants from which they are derived, and their mode of occurrence in these plants. Whence are jute, coir, manilla, hemp, and New Zealand flax derived ?
10 marks.

2. Describe the structure of a bean, and compare its mode of germination with that of a monocotyledon. 10 marks.

3. What are the two classes into which roots are divided? As a general rule, how do *roots* differ from *root stalks* or *rhizomes*? 10 marks.

4. Describe the fibro-vascular bundles of a fern. 10 marks.

5. What is understood by alternation of generations? Illustrate your answer by reference to the mosses or the pine. 10 marks.

6. Give an account of the structure of lichens. 5 marks.

7. Name some of the kinds of *dehiscence*, and give examples of their occurrence. 5 marks.

8. Give an account of the chief substances composing protoplasm and cell-wall. 5 marks.

9. Classify the various types of inflorescence. 5 marks.

10. State the difference between a follicle, a legume, and a siliqua; and name plants exemplifying each. 5 marks.

BOTANY.—50 Marks.

One hour and a half allowed.

N.B.—*Only five questions to be attempted.*

Mr. Connellan, Head Inspector.
Mr. W. A. Brown, District Inspector.

1. Give an account of the structure of a vegetable cell. Describe the movements which are observed to take place within such cells. What are the functions of chlorophyll? 10 marks.

2. What is meant by placentation? Describe some kinds of it. 10 marks.

3. Refer the following plants to their proper natural orders, and give the characters of any two of these orders:—

Speedwell, Primrose, Spurge, Starwort, London Pride. 10 marks.

4. Write out a classification of cryptogams. 10 marks.

5. What is the common name of the drosera? Where would you expect to find this plant? For what is it remarkable? 10 marks.

6. Mention some plants which have aerial roots, and some which have aquatic roots. 5 marks.

7. In what points of their structure and development are angiosperms distinguished from gymnosperms? 5 marks.

8. Describe fully the structure of the pistil. 5 marks.

9. Describe the flower of any British leguminous plant. 5 marks.

10. Distinguish between a corm and a bulb, and between a tuber and a root; and give examples of plants possessing a bulb, a corm, and a tuber respectively. 5 marks.

Appendix L.

Examination Questions.

Male Teachers.

A, B, or C Papers.

MUSIC—(HULLAH).—50 Marks.

One hour and a half allowed for this paper.

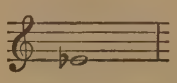
N.B.—*Only five questions to be attempted.*

Mr. P. GOODMAN, Examiner in Music.

1. Give a table of the time signatures in ordinary use, both simple and compound, stating the number of beats in each, and the value of each beat. 12 marks.

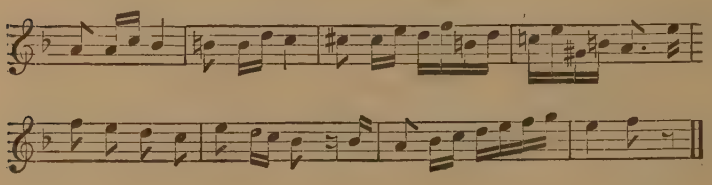
2. Write out in the bass stave the two scales—major and minor—which have five flats for signature. 10 marks.

3. Above the note



write a minor and major third; a major and minor second; a plu perfect fourth; an imperfect fifth; a minor sixth; and a minor seventh. 8 marks.

4. Transpose the following a minor third down. Prefix time and key signatures.



12 marks.

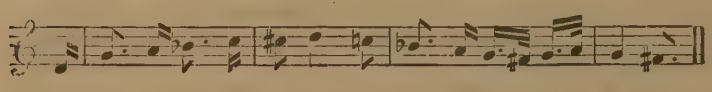
5. Write in the treble stave the signatures of the following major and minor scales: Fa (F) natural, Do sharp (C ♯), Sol (G), and Mi (E). 8 marks.

6. Write the Italian words indicated by the following abbreviations, and give their meaning:—

p. *f.* *pp.* *ff.* *D.C.* *dim.* *rall.* *cresc.* *mf.* *sf.*

5 marks.

7. In what scale (or key) is the following?



5 marks.

8. How many kinds of voices are there? How do the voices of men differ from those of women and children? 5 marks.

9. Name all the perfect fifths in the scale of Fa (F) major. 5 marks.

10. What are the directions given in the Manual as to the teaching of songs? 5 marks.

DRAWING.

Three hours allowed for this subject.

N.B.—*The name of the Teacher and of his School to be written on each paper.*

Mr. NEWELL, Head Inspector.
Mr. CRAIG, District Inspector.

I.—FREEHAND.—50 marks.

Copy the example supplied on a slightly larger scale, say about an inch higher, the rest in proportion.

II.—OBJECT DRAWING.—50 marks.

The Examiner will place on a table in front of the candidates a gentleman's felt hat, crown uppermost. At a little distance on the right, place a small hand bag, open, with a roll of paper projecting, and on the left an open umbrella, with the handle directed obliquely towards the candidates.

A drawing of these objects is to be made, so as fairly to fill the paper.

III.—PRACTICAL GEOMETRY AND PERSPECTIVE.
50 Marks.

NOTE.—*Only five of the following questions may be attempted. Answers should be written on one side of the paper only, and where the construction is not obvious, an explanation should be given, the points being marked with letters.*

Full credit will not be allowed for a question, unless the construction is neatly drawn, and all lines are shown.

N.B.—*In addition to an ordinary case of instruments, set squares and a 12-inch rule may be used.*

1 Place in perspective, a cube of 3 feet, edges 2 feet to the left, and 2 feet in the picture; place centrally on it a rectangular pyramid, 2 feet high, with base 4 feet square. The sides of the base of the pyramid are parallel to the sides of the cubes. (Scale, $\frac{1}{3}$ inch to 1 foot; line of direction, 11 feet long; distance between horizontal and base lines, 5 feet.) 12 marks.

2. Show how to describe four equal regular pentagons in a square of 3-inch side. (The vertices of the pentagons point inwards.) 10 marks.

3. Describe a circle to touch a given line, AB, and to pass through two given points, C and D. (The line joining the given points will meet the given line if produced.) 10 marks.

4. Draw a tangent to the curve of an ellipse at a given point in it, A. 10 marks.

5. Place in perspective an octagonal prism, 3 feet high, having its nearest side parallel to the transparent plane, 1 foot in the picture, and 3 feet to the left of the spectator. The sides of the octagonal base are each $1\frac{1}{2}$ feet long. 8 marks.

(Scale, etc., as in question 1.)

Appendix L. — *Examination Questions.* — *Male Teachers.* — *A, B, or C Papers.*

6. The plan of a line is 2 inches long, and its elevation is 3 inches. The projectors of its extremities are 1 inch apart, measured along the ground line. What is its true length and inclination? 5 marks.

7. Determine the projections of a line (length at pleasure) inclined 20°, contained by a plane inclined at 40°. 5 marks.

8. On a base of $\frac{3}{4}$-inch construct an isosceles triangle, with a vertical angle of 30°. 5 marks.

9. In a circle of 1-inch radius, describe a regular pentagon. 5 marks.

10 Given the sides of a triangle $1\frac{1}{8}$ inch and 1 inch, and its perpendicular height $\frac{3}{4}$ inch, show how to construct the triangle. 5 marks.

MUSIC.—TONIC SOL-FA.—50 Marks.

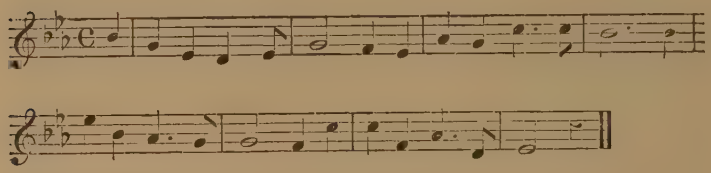
An hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. P. GOODMAN, Examiner in Music.

1. Translate the first of the two following passages into the Tonic Sol-fa notation, and the second into the Staff or ordinary notation taking the crotchet as the pulse :—

(1.)



Key D.

(2.)

$$\{\,|\quad :\ s\ |s\quad :-.d^1|\ t\ .\ l\ :-\ .\ s\ |\ l\ .\ t\ :d^1.\ r^1\,\}$$

$$\{\,|d^1\quad :\ t\ .\ t\ |d^1\ .\ t:l\ .\ s\ |\ s\quad :\ fe\ |\ s\quad :-|\ :$$

16 marks.

2. Explain the different "Steps" of the Tonic Sol-fa Method, stating what is special to each Step. 10 marks.

3. Show that there *must* be more than two kinds of adjacent intervals or steps of the Common Scale. How many kinds of such intervals are there? State where each is to be found. 8 marks.

4. Into how many classes are men's voices divided? Into how many are women's voices? Give (either in Tonic Sol-fa Notation or in Staff) the easy compass of the different voices. 8 marks.

5. Write out in correct time the following dictation exercises :—

(1.) Trafatefe *d r m f*—taatai *s m*—tlaafe *l s*—taa *d*^{1}—trafatai *d*^{1} *l s*—taatefe *f r d*—tlaatai *s* s_1—taa *d*.

(2.) Saatai *d*—traa-aitee *m r* taa-aitee *s m*—taataitee l_1 t_1 *d*—traa-aa *r*. 8 marks.

6. What tones of the common scale are (1) a minor third, (2) a perfect 5th, and (3) a pluperfect 4th apart? 6 marks.

7. What causes the Mental Effects of the Tones of the Common Scale? When are these effects best perceived? What modifies them? 5 marks.

8. Write the different forms of six pulse measure, and describe its effect (1) when slow, and (2) when quick. 5 marks.

9. Lah is E, what is Doh? 4 marks.

10. Explain the following terms:—

Presto, Allegretto, Adagio, fortissimo, staccato. 5 marks.

HANDICRAFT.—50 Marks.

An hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Newell, Head Inspector.
Mr. Robinson, Assistant Surveyor, Board of Public Works.

1. Two shelves each 14 feet long, the upper one 12 inches and the lower 15 inches broad, require to be attached to a wall. Give sketch of shelves and brackets to support same, and describe methods of securing to wall. Shelves to be 18 inches apart. 10 marks.

2. Describe fully the preparation necessary for the painting of plastered walls and of new woodwork, and for the re-painting of old woodwork. How are common paints prepared for use? 10 marks.

3. Describe how you would make a light *stepladder* with a hinged support; ladder to be 6 feet high; a sketch with dimensions to be given. 10 marks.

4. State how you would board a room with a clay floor 60 feet long and 20 feet broad. Be careful to give the scantling of the timber you would use. 10 marks.

5. You are required to make a *ledge-door* 7 feet high and 3 feet wide; explain how you would do so, say how you would hang it, and give an estimate of the cost completed. 10 marks.

6. Describe method of construction of a picture frame 2 feet 9 inches by 2 feet inside measurement. The moulding used being $2\frac{1}{2}$ inches wide, state number of lineal feet required. Give superficial feet of glass required for frame. 5 marks.

7. What precautions should be taken in order to protect tools from damp and rust? Name three methods of preserving timber from decay when let into the ground. 5 marks.

8. State how you would remove broken glass from a window, measure for, cut, and reglaze with new glass. What kinds of glass and putty are commonly used? 5 marks

9. State how you would plane perfectly smooth, rebate, and bead mould ordinary boards fresh from the saw. 5 marks.

10. Describe how a *box-lock* should be put on a common trunk. 5 marks.

Appendix L.

Examination Questions.

Male Teachers.

A, B, or C Papers.

HYGIENE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. NEWELL, Head Inspector.
Mr. HEADEN, District Inspector.

1. Describe the general nature and composition of *street dust*, and the special dangers to health associated with it. 10 marks.
2. What are the causes of the fatigue of the muscles when hard exercise is taken? and how do intervals of rest tend to restore the power of the muscular fibre? 10 marks.
3. Enumerate the advantages of *woollen clothing*, and say how you would recognise good woollen materials. 10 marks.
4. Describe the general characteristics of *zymotic* diseases. 10 marks.
5. Give the *chemical antidotes* for *Oxalic acid, Phosphorus, Arsenic, Opium, Iodine.* 10 marks.
6. Enumerate the chief (*a*) *remote* and (*b*) *immediate* causes of *a cold.* 5 marks.
7. How are the *lungs* and *kidneys* affected respectively by exposure of the skin to cold and wet? 5 marks.
8. What means secure *dry walls* for a house? 5 marks.
9. Give a list of articles of diet which a *dyspeptic person* should avoid. 5 marks.
10. Mention some of the points to be attended to in admitting fresh air to a room. 5 marks.

A1 Paper.

GREEK.—50 Marks.

Two hours allowed for this paper.

Only five questions to be attempted, one at least from each Section, A, B, C.

Mr. NEWELL, Head Inspector.
Dr. BEATTY, District Inspector.

A.

Translate into English :—

1. Ἐν τούτῳ βασιλεὺς πάλιν δῆλος ἦν προσιὼν, ὡς ἐδόκει, ὄπισθεν. καὶ οἱ μὲν Ἕλληνες στραφέντες παρεσκευάζοντο ὡς, ταύτῃ προσιόντος, καὶ δεξόμενοι· ὁ δὲ βασιλεὺς ταύτῃ μὲν οὐκ ἦγεν, ᾗ δὲ παρῆλθεν ἔξω τοῦ εὐωνύμου κέρατος, ταύτῃ καὶ ἀπήγαγεν, ἀναλαβὼν καὶ τοὺς ἐν τῇ μάχῃ πρὸς τοὺς Ἕλληνας αὐτομολήσαντας, καὶ Τισσαφέρνην, καὶ τοὺς σὺν αὐτῷ. ὁ γὰρ Τισσαφέρνης ἐν τῇ πρώτῃ συνόδῳ οὐκ ἔφυγεν, ἀλλὰ διήλασε παρὰ τὸν ποταμὸν κατὰ τοὺς Ἕλληνας πελταστάς· διελαύνων δὲ κατέκανε μὲν οὐδένα, διαστάντες δὲ οἱ Ἕλληνες ἔπαιον καὶ ἠκόντιζον αὐτούς· Ἐπισθένης δὲ Ἀμφιπολίτης ἦρχε τῶν πελταστῶν, καὶ ἐλέγετο φρόνιμος γενέσθαι.—*Anabasis*, Book I., 10.

10 marks.

2. Ἀμφότερα οὖν οἶδε, καὶ ἑαυτὸν ὑμῖν ἐπιβουλεύοντα, καὶ ὑμᾶς αἰσθανομένους· εὖ φρονεῖν δ' ὑμᾶς ὑπολαμβάνων, δικαίως ἂν αὐτὸν μισεῖν νομίζει καὶ παρώξυνται, πείσεσθαί τι προσδοκῶν, ἂν καιρὸν λάβητε, ἐὰν μὴ φθάσῃ ποιήσας πρότερος. διὰ ταῦτ' ἐγρήγορεν, ἐφέστηκεν, ἐπὶ τῇ πόλει θεραπεύει τινὰς Θηβαίων καὶ Πελοποννησίων τοὺς ταὐτὰ βουλομένους τούτοις, οὓς διὰ μὲν πλεονεξίαν τὰ παρόντα ἀγαπήσειν οἴεται, διὰ δὲ σκαιότητα τρόπων τῶν μετὰ ταῦτ' οὐδὲν προόψεσθαι. καίτοι σωφρονοῦσί γε καὶ μετρίως, ἐναργῆ παραδείγματ' ἔστιν ἰδεῖν, ἃ καὶ πρὸς Μεσσηνίους καὶ πρὸς Ἀργείους ἔμοιγ' εἰπεῖν συνέβη·

Philippics, II., 18.

10 marks.

3. "ἀλλ' εἰ μὲν δώσουσι γέρας μεγάθυμοι Ἀχαιοί,
ἄρσαντες κατὰ θυμὸν, ὅπως ἀντάξιον ἔσται·
εἰ δέ κε μὴ δώωσιν, ἐγὼ δέ κεν αὐτὸς ἕλωμαι
ἢ τεὸν ἢ Αἴαντος ἰὼν γέρας, ἢ Ὀδυσῆος
ἄξω ἑλών· ὁ δέ κεν κεχολώσεται ὅν κεν ἵκωμαι.
ἀλλ' ἤτοι μὲν ταῦτα μεταφρασόμεσθα καὶ αὖτις·
νῦν δ' ἄγε νῆα μέλαιναν ἐρύσσομεν εἰς ἅλα δῖαν,
ἐς δ' ἐρετας ἐπιτηδὲς ἀγείρομεν, ἐς δ' ἑκατόμβην
θείομεν, ἂν δ' αὐτὴν Χρυσηΐδα καλλιπάρῃον
βήσομεν· εἷς δέ τις ἀρχὸς ἀνὴρ βουληφόρος ἔστω,
ἢ Αἴας, ἢ Ἰδομενεὺς, ἢ δῖος Ὀδυσσεὺς,
ἠὲ σὺ, Πηλείδη, πάντων ἐκπαγλότατ' ἀνδρῶν,
ὀφρ ἡμῖν Ἑκάεργον ἱλάσσεαι ἱερὰ ῥέξας."

Iliad, I.

10 marks.

B.

4. Translate into Greek :—

Life, says Seneca, is a voyage, in the progress of which we are perpetually changing our scenes. We first leave childhood behind us, then youth, then the years of ripened manhood, then the better or more pleasing part of old age. 10 marks.

5. Translate into Greek :—

(1). *He was conscious of acting unjustly.*

(2). *He told me that the ships were lost together with their crews.*

(3). *He pleases more men than any other single person.*

(4). *They are too young to know that virtue ought to be desired.*

(5). *If a war should arise, we are undone.*

5 marks.

C.

6. Conjugate the verbs—βούλομαι, μένω, χαίρω, δάκνω, αἰσθάνομαι, giving the future, aorist, and perfect tenses.

10 marks.

Appendix L. Examination Questions. *Male Teachers.* A' Paper.

7. Define the force of the Middle Voice, mention the tenses which have the middle meaning, and illustrate by examples. 5 marks.

8. Write out the declension of ἡ θρίξ, and of ὁ κύων. 5 marks.

9. Name the prepositions which may be followed by any one of three cases; and illustrate, with regard to any one of these prepositions, the difference in meaning caused thereby. 5 marks.

10. Say what you know about *Miltiades, Lysander, Brasidas, Cleon, Nicias.* 5 marks.

A, B, or C Paper.

GREEK.—50 Marks.

Two hours and a half allowed for this paper.

Only five questions to be attempted—to include at least one from each group, A, B, C.

Mr. NEWELL, Head Inspector.
Dr. BEATTY, District Inspector.

A.

Translate into English:—

1. ἐθεώρει οὖν ὁ Κῦρος πρῶτον μὲν τοὺς βαρβάρους, (οἱ δὲ παρήλαυνον τεταγμένοι κατ' ἴλας καὶ κατὰ τάξεις) εἶτα δὲ τοὺς Ἕλληνας, παρελαύνων ἐφ' ἅρματος, καὶ ἡ Κίλισσα ἐφ' ἁρμαμάξης. εἶχον δὲ πάντες κράνη χαλκᾶ, καὶ χιτῶνας φοινικοῦς, καὶ κνημῖδας, καὶ τὰς ἀσπίδας ἐκκεκαθαρμένας. ἐπεὶ δὲ πάντας παρήλασε, στήσας τὸ ἅρμα πρὸ τῆς φάλαγγος, πέμψας Πίγρητα τὸν ἑρμηνέα παρὰ τοὺς στρατηγοὺς τῶν Ἑλλήνων, ἐκέλευσε προβαλέσθαι τὰ ὅπλα, καὶ ἐπιχωρῆσαι ὅλην τὴν φάλαγγα. οἱ δὲ ταῦτα προεῖπον τοῖς στρατιώταις· καὶ ἐπεὶ ἐσάλπιγξε, προβαλλόμενοι τὰ ὅπλα ἐπῄεσαν.—*Anabasis*, Book I., 2.

10 marks.

2. ὅτι δ' οὕτω ταῦτ' ἔχει, τὰ μὲν νῦν ὁρᾶτε δή που, καὶ οὐδὲν ἐμοῦ προσδεῖσθε μάρτυρος, τὰ δ' ἐν τοῖς ἄνωθεν χρόνοις ὅτι τἀναντία εἶχεν, ἐγὼ δηλώσω, οὐ λόγους ἐμαυτοῦ λέγων, ἀλλὰ γράμματα τῶν προγόνων τῶν ὑμετέρων δεικνύων, ἃ' κεῖνοι κατέθεντο εἰς στήλην χαλκῆν γράψαντες εἰς ἀκρόπολιν, οὐχ ἵν' αὐτοῖς ᾖ χρήσιμα (καὶ γὰρ ἄνευ τούτων τῶν γραμμάτων τὰ δέοντα ἐφρόνουν) ἀλλ' ἵν' ὑμεῖς ἔχητε ὑπομνήματα καὶ παραδείγματα, ὡς ὑπὲρ τῶν τοιούτων σπουδάζειν προσήκει.—*Philippics*, III., 41.

10 marks.

3. τώγ' ὡς βουλεύσαντε διέτμαγεν· ἡ μὲν ἔπειτα
εἰς ἅλα ἅλτο βαθεῖαν ἀπ' αἰγλήεντος Ὀλύμπου,
Ζεὺς δὲ ἐὸν πρὸς δῶμα. θεοὶ δ' ἅμα πάντες ἀνέσταν
ἐξ ἑδέων σφοῦ πατρὸς ἐναντίον· οὐδέ τις ἔτλη
μεῖναι ἐπερχόμενον, ἀλλ' ἀντίοι ἔσταν ἅπαντες.
ὣς ὁ μὲν ἔνθα καθέζετ' ἐπὶ θρόνου· οὐδέ μιν Ἥρη
ἠγνοίησεν ἰδοῦσ' ὅτι οἱ συμφράσσατο βουλὰς
ἀργυρόπεζα Θέτις, θυγάτηρ ἁλίοιο γέροντος.
αὐτίκα κερτομίοισι Δία Κρονίωνα προσηύδα·
"τίς δ' αὖ τοι, δολομῆτα, θεῶν συμφράσσατο βουλάς."

Iliad, I.

10 marks.

B.

4. Translate into Greek :—

Our tables are stored with oils, and spices, and wines ; our rooms are filled with pyramids of China, and adorned with the workmanship of Japan ; our morning's draught comes to us from the remotest corners of the earth ; we repair our bodies by the drugs of America.

10 marks.

5. Translate into Greek :—

(1). *They have condemned Sophroniscus to banishment.*
(2). *O boy, may you become wiser.*
(3). *It is in our power to become happy.*
(4). *I don't know whether he is alive or dead.*
(5). *These things took place in our fathers' times.*

5 marks.

C.

6. Write out the conjugation of δίδωμι in the Active and Middle Voices, giving the 1st person singular of each tense (in case of Imperative mood, 2nd singular). 10 marks.

7. Mention two large classes of verbs that govern the *genitive* ; and give examples. 5 marks.

8. Write out the principal parts of the following verbs :—λανθάνω, ἐλαύνω, ὄλλυμι, ὁράω, πάσχω. 5 marks.

9. Say what you know of *Pelopidas, Phocion, Alcibiades, Demetrius Poliorcetes, Agesilaus.* 5 marks.

10. Name with dates, and giving the results, five of the principal battles in Grecian history. 5 marks.

IRISH—50 Marks. A'. Paper.

Time—Two hours.

Only FIVE *questions are to be attempted, viz. :—One in Section A, two in Section B, and two in Section C.*

Mr. LEHANE, District Inspector.

SECTION A.

1. Translate into Irish :—

These fish are found only in the seas of the northern parts of the world ; and the principal places of rendezvous are the sandbanks of Newfoundland, Nova Scotia, and New England. These shallows are their favourite situations, as they abound with worms, a kind of food that is peculiarly grateful to them. 10 marks.

Appendix L.

Examination Questions.

Male Teachers.

A¹ Paper.

2. Translate into Irish :—

"The ball passed directly over the hair of my boy's head, and lodged in the forehead of the lion; he was stretched on the ground and never stirred more." This was Van Wyk's account. 5 marks.

SECTION B.

3. Translate into English :—

Cᴄ Pharṫalón, ar sí, an saoilir gur ab éidir beun agus mil do beiṫ a g-comḟar da ċéile, leaṁnaċt agus leanḃ, biaḋ agus fial, feoil agus cat, arm no oirnir agus saor gan ċumusg ar a ċéile ḋóiḃ; agus fáiḋir an fann :—

Mil lé mnaoi leaṁnaċt lá mac, biaḋ, la fial, carna lá cat
Saor aroiġ, agus faoḃor, aon la h-aon ar ro-ḃaoġol.

10 marks.

4. Translate into English :—

Agus ro lean Diarmuid orṁa ḋá n-dianṡaoileaḋ agus ḋá n-éirleaċ, ionnus muna n-deaċaiḋ duine ór fioḃḃaiḋiḃ nó fán talaṁ nglar, nó fán uisge, naċ n-deaċaiḋ eaċlaċ ina fear aiḋrirte sseul ar díoḃ gan teiṁeal báir agus buain-euga d'imirt ar gac fear díoḃ act Déirdre an Duiḃe-ḟléiḃe. 10 marks.

5. Translate into English :—

Mór ḋóiġ liom a ċorr neaṁḃuiḋeaċ go m-beiḋeá gan náire air biṫ mar sin: b'féidir dam do' ċeann a ġearraḋ ór' muineul nuair do bí sé idir m-ḟiaclaiḃ da m-buḃ toil liom, agus ir cóir duit a beiṫ buiḋeaċ díom air son nar riġneas mar sin leat.

5 marks.

6. Translate into English :—

Ro éirig Diarmuid ar n-a máraċ, agus do rug ḋá ġaḃail ar an ḃ-fioḃḃa rá neara do rir gur an tulaig reuṁráiḋte, agus ċuir ina searaṁ iad; agus an Móralltaċ .i. cloideaṁ Aonġusa an Dhroġa idir an ḋá ġaḃail ar a faóḃar. 5 marks.

SECTION C.

7. How is the form called in English the Nominative Absolute expressed in Irish? Give examples to illustrate your answer. 10 marks.

8. What caused the feud that existed between Cormac mac Airt and Fionn mac Cumhaill? 10 marks.

9. When does the Nominative precede the verb in Irish? Give examples. 5 marks.

10. When are the forms ḃ-fuilim and fuaḃar (of the verb tá) used? Give examples. 5 marks.

IRISH.—50 Marks.

Time—two hours.

Only FIVE *questions are to be attempted, viz. :—One in Section A, two in Section B, and two in Section C.*

Mr. LEHANE, District Inspector.

SECTION A.

1. Translate into Irish :—

They were then about to proceed against him as a sorcerer, when the dervis with great calmness thus addressed the Court :—"I have been much amused with your surprise, and own that there has been some ground for your suspicions ; but I have lived long and alone, and I can find ample scope for observation even in a desert." 10 marks.

2. Translate into Irish :—

When her prayer was done she felt comforted and cheered, and she took courage to go up the long staircase, with a faint hope that she might find her father at the top. But he was not there. 5 marks.

SECTION B.

3. Translate into English :—

Ag í cúig umma d-táinig Parrdolón a n-Éirinn tre mar do marb ré a athair agus a máthair ag iarraidh rige dá brátair go d-táinig ar teicheadh a fionnsaile, go ráinig Éire, gonadh aire sin do cuir Dia slán ar a sloct fén marbadh naoi míle re h-aoin-feachtmain díob a m-Beinn Edair. 10 marks.

4. Translate into English :—

Agus mor deid caidheamh ann gach nid, do chuaid caidheamh san g-cáirde aimsire sin ; agus ann sin do chuir Fionn tionól agus tiomsugadh ar feadh g-cathaib na gnáthéinne ar gach áird a rabadar, agus tángadar mar a raib Fionn a n-Almuin mórleathain Laigean. 10 marks.

5. Translate into English :—

Ro eirig Diarmuid go moch agus do chuir Gráinne ina suide agus a dubairt fria fairge do dhunamh ar fon Mhuadáin, agus go nacfadh fén do fuball na tíre ina timchioll. 5 marks.

6. Translate into English :—

Tá an bóthar-iarainn ann so anoir. Bí an long-gaile lán. Ta an long-cogaid follamh. Bí an fear-feasa glic. Cuir annsan g-coire é. Do tángadar tre'n dorus cumang. 5 marks.

SECTION C.

7. Write short notes on the agreement of the verb and its nominative in Irish. What are the cases in which agreement takes place ? 10 marks.

8. Where were the following places situated ? Give the modern designation of each :—*Dun Eochair Mhaighe, Inbhior Mór, Muicinis Samhaoir*, and *Sliabh Slangha.* 10 marks.

9. Compare the adjectives beag and olc. 5 marks.

10. Give as approximately as you can, illustrating your answer by reference to English and Irish words, the sounds of the following diphthongs :—éa, ea, éi, ei, éo, and eo. 5 marks.

Appendix L.

Examination Questions.

Male Teachers.

A) Paper.

GERMAN.—50 Marks.

One hour and a half allowed for this paper.

Only five questions are to be attempted, one at least from each section A, B, C.

Mr. NEWELL, Head Inspector.
Mr. DICKIE, District Inspector.

A.

Translate into English :—

1. Ich ſehe dich, im wilden Eisgebirg
Verirrt, von einer Klippe zu der andern
Den Fehlſprung thun, ſeh', wie die Gemſe dich
Rückſpringend mit ſich in den Abgrund reißt,
Wie eine Windlawine dich verſchüttet,
Wie unter dir der trügeriſche Firn
Einbricht, und du hinabſinkſt, ein lebendig
Begrabner, in die ſchauerliche Gruft—
Ach, den verwegnen Alpenjäger haſcht
Der Tod in hundert wechſelnden Geſtalten!
Das iſt ein unglückſeliges Gewerb',
Das halsgefährlich führt am Abgrund hin!

Wilhelm Tell—Schiller.

10 marks.

2. Ich bemerkte ſchon, daß er bei höchſtem Fleiße, ſtrenger Gewiſſenhaftigkeit im Großen und etwas pedantiſcher Umſtändlichkeit im Einzelnen nicht die regelrechte, ſtets ſich gleichbleibende, täglich wiederkehrende Genauigkeit des Geſchäftsmannes beſaß, und man kann ſich denken, wie dieſer Mangel durch das widerwärtige Treiben der Hofparteien die factiöſe Vereitelung der beſten Anträge, die ewige Fruchtloſigkeit der ernſtlichſten Maßregeln nicht verbeſſert werden mochte.

Prinz Eugen—Sybel.

10 marks.

3. Aber die Entdeckung, daß der böſe Geiſt ſich ſeinen Geiz zu Nutzen zu machen und mit Gold in ſeine Schlingen zu locken ſuchte, heilte den verblendeten Fiſcher nicht, im Gegenthiel, er meinte die Mitteilung des gelben Männchens benützen zu können, ohne ſich dem Böſen zu überliefern; und indem er fortfuhr, an der öden Küſte nach Gold zu fiſchen, vernachläſſigte er den Wohlſtand, den ihm die reichen Fiſchzüge in anderen Gegenden des Meeres darboten, ſo wie alle andern Mittel, auf die er ehemals ſeinen Fleiß verwendet, und verſank von Tag zu Tage nebſt ſeinem Gefährten in tiefere Armut, bis es endlich oft an den nötigſten Lebensmitteln zu fehlen anfing.—Märchen—Hauff.

10 marks.

B.

4. Translate into German—

Never get into bed, placing your candle within reach, that you may extinguish it afterwards. The habit is highly dangerous; the candle may be imperfectly extinguished, a spark may fall upon the bedclothes, the curtains may take fire, and you and all the family may be burnt to death in your beds. 10 marks.

5. Express in German—

(a.) *Augustus was more successful than brave.*
(b.) *I shall always think of her.*
(c.) *His name is still esteemed.*
(d.) *Is the fire out?*
(e.) *We have lost our money.*

5 marks.

C.

6. Say in German—

(a.) *For want of money.*
(b.) *For a short time.*
(c.) *At play.*
(d.) *Step by step.*
(e.) *The love of glory.*

10 marks.

7. Give five German verbs which govern the *Genitive.* 5 marks.
8. Conjugate the verbs—*rufen, lesen, riechen, waschen, hauen.* 5 marks.
9. Decline—*Fisch, Kind, Mensch, Frau, Bett.* 5 marks.
10. Decline the phrase *ein armer alter Mann.* 5 marks.

GERMAN—50 Marks.

One hour and a half allowed for this paper.

A, B, or C Papers.

N.B.—*Only five questions are to be attempted—one at least from each group, A, B, C.*

Mr. Newell, Head Inspector.
Mr. Dickie, District Inspector.

A.

Translate into English :—

1. Tell.—Vor jedem Kreuze fallet hin und büßet
Mit heißen Reuethränen eure Schuld—
Und seid ihr glücklich durch die Schreckensstraße,
Sendet der Berg nicht seine Windeswehen
Auf euch herab von dem beeis'ten Joch,
So kommt ihr auf die Brücke, welche stäubet.
Wenn sie nicht einbricht unter eurer Schuld,
Wenn ihr sie glücklich hinter euch gelassen,
So reißt ein schwarzes Felsenthor sich auf—
Kein Tag hat's noch erhellt—da geht ihr durch,
Es führt euch in ein heitres Thal der Freude—
Doch schnellen Schritts müßt ihr vorübereilen;
Ihr dürft nicht weilen, wo die Ruhe wohnt.

Wilhelm Tell—Schiller.

10 marks.

Appendix L.

Examination Questions.

Male Teachers.

A, B, or C Papers.

2. Der Poet, welcher durch seine satyrischen Gedichte sich manchen Verdruß zugezogen, dachte sich von seiner Kunst hinweg und der Geschichtschreibung zuzuwenden. Der Prinz rieth ihm ab: über vergangene Zeiten sei es fast unmöglich, die authentischen Documente zu erlangen; die Geschichte der Gegenwart aber zu schreiben, sei ebenso schwierig wie gefährlich—es gibt, sagte Eugen, immer Machthaber und ganze Völker, die nicht gewinnen, wenn man selbst schonend und leidenschaftslos von ihnen die Wahrheit sagt.—Prinz Eugen—Sybel.

10 marks.

3. Aber nicht also. Er ließ nur alle Stunden einen Umtrank thun und fing an von seiner Wanderschaft, von seinem Leben allerlei Geschichten zu erzählen, dann kam es an den Obergesellen und so nach der Reihe und keiner von uns wurde schläfrig, denn begierig horchten wir alle zu. Ehe wir uns dessen versahen war es Tag. Da erkannten wir die List des Meisters, daß er uns durch Reden habe wach halten wollen. Denn als die Glocke fertig war, schonte er seinen Wein nicht und holte ein, was er weislich in jener Nacht versäumte.—Märchen—Hauff.

10 marks.

B.

4. Translate into German :—

Drawing figures on a slate is a favourite amusement with children; and it may prove a useful one, if pains are taken to point out errors, and induce them to make correct imitations. Young people should be taught that it is not well to be careless in doing even the most trifling things. 10 marks.

5. Say in German :—

(*a*) *She has caught a cold.*
(*b*) *Why do you laugh at this man?*
(*c*) *I shall go there directly.*
(*d*) *We left England for his sake.*
(*e*) *I saw him take it.* 5 marks.

C.

6. State the position of the prefix employed with *separable* verbs according to the part of the verb used: give examples, and say how these verbs are accented. 10 marks.

7. Conjugate *fangen, ringen, melken, giessen, stechen.* 5 marks.

8. Mention three cases in which a modification of vowel accompanies an inflectional change of a verb, noun, or adjective. 5 marks.

9. Give, with their meanings, five German demonstrative pronouns. 5 marks.

10. Decline "*ein wüthender Löwe.*" 5 marks.

FRENCH.—50 Marks.

An hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted—one at least from each group A, B, C.*

Mr. Newell, Head Inspector.
Mr. Hynes, District Inspector

A.

1. Translate into English :—

Votre compassion, lui répondit l'arbuste,
Part d'un bon naturel. Mais quittez ce souci:
Les vents me sont moins qu'à vous redoutables.
Je plie et ne romps pas. Vous avez jusqu'ici
Contre leurs coups épouvantables
Résisté sans courber le dos ;
Mais attendons la fin. Comme il disait ces mots,
Du bout de l'horizon accourt avec furie
Le plus terrible des enfans
Que le nord eût portés jusque-là dans ses flancs.
L'arbre tient bon ; le roseau plie.
Le vent redouble ses efforts,
Et fait si bien qu'il déracine
Celui de qui la tête était au ciel voisine,
Et dont les pieds touchaient à l'empire des morts !

La Fontaine.
10 marks.

2. Amis, partageons-nous : qu'Ismaël en sa garde
Prenne tout le côté que l orient regarde ;
Vous, le côté de l'ourse ; et vous de l'occident ;
Vous, le midi. Qu'aucun, par un zèle imprudent,
Découvrant mes desseins, soit prêtre, soit lévite
Ne sorte avant le temps, et ne se précipite ;
Et que chacun enfin, d'un même esprit poussé,
Garde en mourant le poste où je l'aurai placé.
L'ennemi nous regarde, en son aveugle rage,
Comme de vils troupeaux réservés au carnage,
Et croit ne rencontrer que désordre et qu'effroi.—*Athalie.*
10 marks.

3. Faites-vous aimer par tous les étrangers ; souffrez même quelque chose d'eux ; craignez d'exciter leur jalousie par votre hauteur : soyez constant dans les régles du commerce ; qu'elles soient simples et faciles ; accoutumez vos peuples à les suivre inviolablement ; punissez sèvérement la fraude, et même la négligence ou le faste des marchands, qui ruinent le commerce en ruinant les hommes qui le font. Surtout n'entreprenez jamais de gêner le commerce pour le tourner selon vos vues. Il faut que le prince ne s'en mêle point, de peur de le gêner, et qu'il en laisse tout le profit à ses sujets qui en ont la peine ; autrement il les découragera.—*Télémaque.* 10 marks.

Appendix L.

Examination Questions.

Female Teachers.

A, B, or C Papers.

B.

4. Translate into French :—

Some are slatterns from laziness ; they wish to save themselves all possible trouble, and will, therefore, do nothing more than what is absolutely necessary. They cannot live without food, and, therefore, food must be procured ; but a dirty and ragged gown they are not ashamed to wear, and they care not whether the clothes of themselves and children are in holes. 10 marks.

5. Express in French :—

(*a.*) *What amuses you ?*

(*b.*) *What are you aiming at ?*

(*c.*) *What are you hiding ?*

(*d.*) *What have you given to my dog ?*

(*e.*) *What a man !* 5 marks.

C.

6. Write out the first person singular of the present subjunctive of *moudre, absoudre, croître, naître, plaire, rire, faire, vaincre, ceindre, s'asseoir.* 10 marks.

7. Distinguish between :—

(*a.*) *ressentir* and *se ressentir de* ;

and

(*b.*) *Se passer de,* and *se passer à.* 5 marks.

8. Distinguish between :—

Avant and *Devant.*
Dans and *En.*
Vers and *Envers.*

Illustrate your answer by examples. 5 marks.

9. Say in French :—

(*a.*) *The houses of Paris are well built.*

(*b.*) *They have built their houses well.* 5 marks.

10. What letters are silent in *luth, franc, houx, messieurs, envahir ?* 5 marks.

BOTANY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Connellan, Head Inspector.
Mr. W. A. Brown, District Inspector.

1. Describe the principal processes by which cell multiplication is produced. 10 marks.

2. Write a short account of the germination of seeds, albuminous and ex-albuminous. 10 marks.

3. Assign to their respective Natural Orders the following plants:—Mint, clover, monkshood, hemlock, columbine. 10 marks.

4. Describe the structure of the flower of a daisy and compare it with that of a buttercup. How are the principal divisions of the compositæ distinguished from one another? 10 marks.

5. Describe the essential structures of the orange in angiosperms. Trace the history of the changes in the pollen after it has reached the stigma. 10 marks.

6. Explain the terms *whorl, vernation, æstivation, umbel, diœcious.* 5 marks.

7. How do the upper and under surfaces of leaves usually differ from each other? Mention cases in which this difference does not exist Name some leafless plants and explain how the want of leaves is compensated. 5 marks.

8. Describe the minute structure of a foliage leaf and explain the cause of defoliation. 5 marks.

9. Describe the ovules of a dicotyledonous plant. 5 marks.

10. Describe the equisetaceæ. 5 marks.

MUSIC—(HULLAH).—50 Marks.

An hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

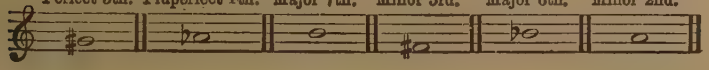
Mr. P. GOODMAN, Examiner in Music.

1. Write out in the treble clef the two major scales of which the Subdominants are Si natural (B) and Re flat (D♭), and the two minor scales of which the Leading notes are Mi natural (E) and Si sharp (B♯) 12 marks.

2. State briefly the general directions as to "production of tone," articulation, manner of taking breath, &c., &c., given in chap. 12 of the Manual. 10 marks.

3. Write above and below the following the notes necessary to make the intervals required:

Perfect 5th. Pluperfect 4th. Major 7th. Minor 3rd. Major 6th. Minor 2nd.



10 marks.

4. Transpose the following into the scale of Sol (G) minor:

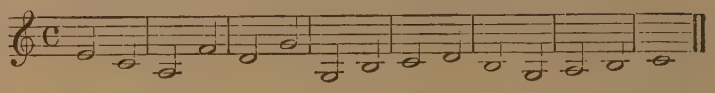
10 marks.

5. Write two measures in each of the following times—the first measure to consist of four notes and the second of five:— $\frac{2}{4}$, $\frac{6}{8}$, $\frac{2}{8}$. 8 marks.

6. What are the directions given in the Manual with respect to the naming of sounds sung by the Teacher? How are similar exercises on *time* to be given 4 marks.

Appendix L.
Examination Questions.
Female Teachers.
A, B, or C. Papers.

7. Write the following at the same pitch in the bass stave:



5 marks.

8. Where does the Tritone occur in the major scale? Where in the minor? Where is it in the scales of Re (D) major and minor?
5 marks.

9. Write the relative minor scale of Mi flat (E ♭) major in three different forms. Can you give any explanation of these differences in form? 7 marks.

10. Explain the following terms:—Solo, Modulation, Da Capo, Rall, Tutti, Allegro. 4 marks.

DRAWING.

Three hours allowed for this subject.

N.B.—*The name of the Teacher and of her School to be written on each paper.*

Mr. Newell, Head Inspector.
Mr. Craig, District Inspector.

I.—FREEHAND.—50 Marks.

The example given is to be copied on a slightly larger scale, so as to be about an inch higher, and the whole in proportion.

II.—OBJECT DRAWING.—50 Marks.

The examiner will place on a table in front of the candidates a tea tray supported in an upright position. In front of this, he will put a kettle. A short distance from the kettle, on the right side, place a teapot, and similarly on the left, a coffee pot.

A drawing of this group is to be made, so as fairly to fill the paper.

III.—PRACTICAL GEOMETRY AND PERSPECTIVE.

50 Marks.

Note.—*Only five of the following questions may be attempted. Answers should be written on one side of the paper only, and where the construction is not obvious, an explanation should be given, the points being marked with letters.*

Full credit will not be allowed for a question, unless the construction is neatly drawn, and all lines are shown.

N.B.—*In addition to an ordinary case of instruments, set squares and a 12-inch rule may be used.*

1. Place in perspective a rectangular solid, 6 feet long, having ends 3 feet square lying on the ground, with its long edges running towards the right at an angle of 42° with the Picture Plane. The nearest corner to

be 4 feet to the left, and 4 feet in the picture. (Scale, $\frac{1}{3}$-inch to 1 foot; line of direction, 11 feet long; distance between horizontal and base lines, 5 feet.) 14 marks.

2. A regular pentagon of 2 inches side lies in a plane inclined at 70° to the paper, the line joining two alternate corners is horizontal; draw plan and elevation. 8 marks.

3. About a square of $\frac{1}{2}$ inch side, describe four equal circles, each of which shall touch two others and one side of the square. 8 marks.

4. Draw a sector of 2-inch radius, and containing an angle of 120°. Divide this sector into 8 small sectors, all equal to each other. 10 marks.

5. Show by their projections:—

(*a.*) A line parallel to the vertical plane, and inclined at an angle of 48° to the horizontal plane.

(*b.*) A line inclined at 35° to the vertical plane, and the plane of which makes an angle of 50° with the ground line. 10 marks.

6. Construct a triangle whose sides are 10 feet 6 inches, 14 feet, 16 feet 3 inches, and add the circumscribing circle.

Scale, $\frac{1}{8}$ inch = 1 foot. 5 marks.

7. Place in perspective a cube of 3-foot edges, its nearest face being parallel to and touching the transparent plane immediately in front of the spectator.

(Scale, &c., as in question 1). 5 marks.

8. Draw a square of 3 inches side, and inscribe in it an isosceles triangle, the base of which shall be 1·5 inches long. 5 marks.

9. Describe a rectangle with a side $\frac{3}{4}$ inch long in a triangle whose sides are 1 inch, $1\frac{1}{4}$ inch, and $1\frac{1}{8}$ inch. 5 marks.

10. Show how to draw a tangent through any point B, in the arc of a circle ABC, when the centre of the arc cannot be found. 5 marks.

HYGIENE.—50 Marks.

One hour and a half allowed for this paper.

Only five questions to be attempted.

Mr. Newell, Head Inspector.
Mr. Headen, District Inspector.

1. Give half a dozen practical suggestions as to the best means of preventing a cold. 10 marks.

2. Name some *chemical* re-agents employed in the purification of water, and describe the specific effects of each. 10 marks.

3. Mention some of the causes of *broken sleep*. 10 marks.

4. Give an account of the different methods practised for the *disposal* and *purification* of *sewerage*. 10 marks

5. State the uses of *costal cartilages*. 10 marks.

6. Give an account of the *capillaries*. 5 marks.

7. Write a note on heat as an agency for causing air to move, and explain how a brisk fire causes a room to be ventilated. 5 marks.

8. State what is meant by *hardness* of water, and say how *hard* and *soft* waters are distinguished. 5 marks.

9. Name the characteristics of a good *wall-paper*. 5 marks.

10. Name the principal *salts* taken as food, and state their specific uses as such. 5 marks.

Appendix L.

Examination Questions.

Female Teachers.

ELEMENTARY PHYSICS.—50 Marks.

One hour and a half allowed for this paper

N.B.—*Only five questions to be attempted.*

Mr. PURSER, Head Inspector.
Mr. HEADEN, District Inspector.

1. Define porosity. Describe two or three ways in which this property of bodies is utilised in the arts. 10 marks.
2. How is the composition of solar light determined? Account for colour in bodies. 10 marks.
3. Into pounded ice at melting point you put a thermometer and find it marks 32° Fahrenheit. You then place a vessel containing the ice over a flame until the ice is nearly all melted. How is the thermometer affected? and what has become of the heat of the flame? 10 marks.
4. Explain the use and action of Siphons. 10 marks.
5. Why are some persons *long-sighted*? What sort of spectacles should they wear? 10 marks.
6. Describe any method by which you would ascertain (*a*) whether a table is perfectly horizontal, (*b*) whether a wall is perfectly vertical. 5 marks.
7. If boiling water is poured quickly into a thick glass tumbler the glass generally cracks. Why? 5 marks.
8. How can you weigh correctly with a false balance? 5 marks.
9. Explain the term "stable equilibrium"; and state how you find in practice the Centre of Gravity of a body. 5 marks.
10. Watering the streets in summer has a cooling effect. Give the reason. 5 marks.

AGRICULTURE.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. CONNELLAN, Head Inspector.
Mr. SMITH, District Inspector.

1. Explain Dr. Daubeney's division of the constituents of the soil into *active*, *dormant*, and *passive*. 10 marks.
2. Give the six divisions into which the constituents of food may be grouped. 10 marks.
3. Air is necessary for churning: why is this so, and what practical rule follows therefrom? 10 marks.
4. When farm-yard manure and artificial manure are applied together, what is the course to be followed in their application? 10 marks.
5. Tell briefly the way to rear calves from the time of being calved until weaning. 10 marks.
6. Discuss fully the question of *cramming* fowl. 5 marks.
7. How should ground be prepared for fruit trees? 5 marks.
8. Enumerate the points which enable one to know a good pig. 5 marks.
9. Why should farmers expose land to the action of air and frost? 5 marks.
10. What are the successive steps to be taken in the improvement of a peaty soil? 5 marks.

Appendix I.
Examination Questions.
Female Teachers.

DOMESTIC ECONOMY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. HAMILTON, Head Inspector.
Mr. JOHN BROWNE, District Inspector.

1. (*a.*) Explain what is meant by *stewing*, and enumerate the principal advantages of this mode of preparing food.
(*b.*) Show that the following are good food compounds—

Bacon and beans.
Liver and bacon.
Bread and cheese. 10 marks.

2. Describe the human skin and the functions it performs ; and show how personal cleanliness is necessary to health. 10 marks.
3. "Wet dirt is worse than dry dirt." Justify this statement, and hence show that in certain cases floors should not be washed. 10 marks.
4. Give full instructions for making a mince pie. 10 marks.
5. State the principal things enumerated in answer to the question "What hurts the lungs ?" 10 marks.
6. "Ventilation consists of two parts." Explain this statement and say which is the more important part, and why. 5 marks.
7. Show how to broil steaks, chops, and fish. 5 marks.
8. How would you treat a serious burn ? State the important point to be looked to in such a case, and the applications to be used. 5 marks.
9. How is "stock" prepared and used ? 5 marks.
10. How should you clean brass or copper articles, and how should you clean articles of polished steel ? 5 marks.

A, B, or C Papers.

MUSIC.—TONIC SOL-FA.—50 Marks.

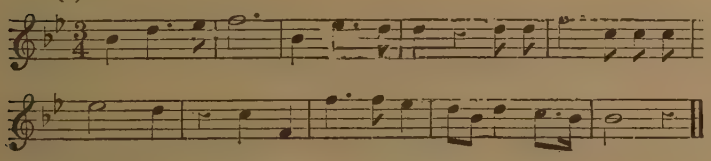
An hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

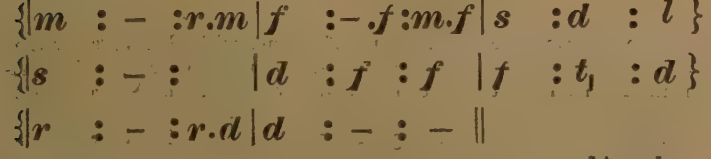
Mr. P. GOODMAN, Examiner in Music.

1. Translate the first of the two following passages into the Tonic Sol-fa notation, and the second into the Staff or ordinary notation, using the quaver for the pulse.

(1)



(2) Key F.



14 marks.

Appendix L
Examination Questions.
Female Teachers.
A, B, or C Papers.

2. Draw a Modulator of three columns (centre column from S_1 to S^1) spacing the notes accurately, and showing the relation of the first sharp and the first flat keys to principal key. In centre column insert the usual chromatic notes? 12 marks.

3. Describe the mental effects of the principal intervals of the scale (perfect fifths, perfect fourths, and major and minor thirds), and state how many examples of each of these intervals may be found in the scale? 10 marks.

4. (*a*) What is meant by the modes of the scale?
(*b*) When is a mode said to be major, when minor?
(*c*) Write in three columns the Lah mode in three different forms? 8 marks.

5. What is meant by the "Tones of First Impression"? How are these tones distinguished by the mind? How are they named? 6 marks.

6. Transcribe the following into six pulse measure, *i.e.*—write in three pulses what is here in one?

$$\left|\begin{matrix} s & :f_{,}m_{,}r \\ s & : \end{matrix}\right| \left|\begin{matrix} m & : & - \\ r_{,}-_{,}m & : f_{,}m_{,}r \end{matrix}\right| \left|\begin{matrix} l_{,}-_{,}d^{1} & : t_{,}-_{,}l \\ d & : & - \end{matrix}\right| \left\|\right.$$

6 marks.

7. The following passage is given in five keys. In which key will it sound highest and in which lowest?

Key B♭. *d m l_1 f m r d.*
„ *C.* *d m l_1 f m r d.*
„ *G.* *d m l_1 f m r d.*
„ *B.* *d m l_1 f m r d.*
„ *F♯* *d m l_1 f m r d.*

4 marks.

8. Which is the higher, Doh sharp or Ray flat? Explain fully. 6 marks.

9. Define Doh's place in the scale? 4 marks.

10. How would you pitch Key E and Key E♭ from a C tuning fork? 5 marks.

KINDERGARTEN.—50 Marks.

Two hours allowed for this subject.

N.B.—*Only five questions to be attempted.*

Mr. PURSER, Head Inspector.
Mr. MURPHY, District Inspector.

1. In the construction of Forms of Beauty with Gift V., show that certain limitations are necessary. On the ruled paper draw a fundamental form and *three* forms of beauty developed from it according to these limitations. 10 marks.

2. Explain clearly the logical connexion existing between the occupations in Gifts I. to XII. inclusive. 10 marks.

3. When is Drawing introduced into Kindergarten? Describe Froebel's course of instruction. 10 marks.

4. Describe clearly the fundamental form for paper cutting. How is the paper to be held? 10 marks.

5. How should children be placed *at musical drill*? Give at least four suitable exercises, and state what musical time is used. 10 marks.

6. Draw out a Table of Kindergarten Lessons in an Infant School for a week. Specify accurately the daily occupation during two half-hour lessons for each class. 5 marks.

7. Show five designs for interlacing five slats. 5 marks.

8. What is the guiding principle that led Froebel to Kindergarten? 5 marks.

9. Write out the programme of Kindergarten occupations for Third class as given in the official list of programmes. What specimens of work are to be shown to the Inspector? 5 marks.

10. Define clearly the terms "Forms of Life," "Forms of Beauty," "Forms of Knowledge," and give an example of each from Gift IV. 5 marks.

IRISH.—50 Marks.

A, B, or C Papers.

Time—2 hours.

Only FIVE *questions are to be attempted, viz.:—one in Section A, two in Section B, and two in Section C.*

Mr. LEHANE, District Inspector.

SECTION A.

1. Translate into Irish:—

The ground between each row is always kept free from weeds, and the plants are not allowed to attain a higher growth than admits of the leaves being conveniently gathered. The first crop of leaves is not collected until the third year after sowing. 10 marks.

2. Translate into Irish:—

We are still travelling on mules or donkeys, for they are much more used in Spain than horses. The donkeys there are very unlike the little creatures we use, they are as large as horses. 5 marks.

SECTION B.

3. Translate into English:—

Do chuaidiod Adam ar tús an feigiod lá d'aois an domain: an cúigiod bliadain dég do ré Adaim fuigad Cain agus a fiúr Calmana. An deachmad bliadain. 20. do ré Adaim fuigad Abel agus a fiúr Delbora. A g-cionn céd agus tríocat bliadain do ré Adaim fuigad séchi do réir na n-Eabhruighiod, amail leughtar ag Polichronicon. 10 marks.

4. Translate into English:—

Níor ċian do bí ann, go b-feacaid fan áiro aniar gaca n-díreach caillaċ mór mearġánta, agus loingeas lánairdméil ag teacht ċum

Appendix L. — Examination Questions. — *Female Teachers.* — A, B, or C Papers.

tíre, agus ir é eolus do fuigneadar muintir an caoláig as taeét a d-tír, rá bun an cnuic ina raib Diarmuid. 10 marks.

5. Translate into English:—

An uair fuair Gráinne mar sin cáć ar caoi meisge agus meabhail; do éirig féin go foil foigdionaé ar an fuide ina raib agus do fuid idir Oisín agus Dhiarmuid O Dhuibne agus do labair re h-Oisín agus ir é do rád. 5 marks.

6. Translate into English:—

Bí an talam maith agus bí an criadaire feunmar. Tá aon loé deug agus fiche fruit agus ceann-tíre annsin. Bí cneasta an do cuid ráodain go h-uile. Deun mar bad maith leat beit deunta leat. 5 marks.

SECTION C.

7. Mention the principal rules of Syntax relating to the Possessive Pronouns. 10 marks.

8. Where were the following places situated? Give the modern designation of each:—*Dalaradia, Dun Aonghusa, Leim Chongcolainn, Loch Luimnigh,* and *Teffia.* 10 marks.

9. Decline the noun Colg, a Sword. 5 marks.

10. Conjugate the verb Cluinim, I hear, in the indicative mood, past tense, active voice. 5 marks.

ALGEBRA.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. HAMILTON, Head Inspector.
Mr. DEWAR, District Inspector.

1 Simplify

$$\frac{xy}{x^2+y^2}\left\{\frac{x+y}{x-y}+\frac{x^3+y^3}{x^3-y^3}\right\}\div\left\{\frac{x+y}{x-y}-\frac{x^3+y^3}{x^3-y^3}\right\}.$$ 10 marks.

2. Solve the equations

(*a*) $\frac{x}{a+b}+\frac{y}{a-b}=2a$ and $\frac{x-y}{4ab}=1$.

(*b*) $\frac{12}{x}+\frac{6}{y}=\frac{11}{2}$ and $\frac{3}{x}+\frac{8}{y}=3$. 10 marks.

3. (*a*) Find the square root of the product of

$$a+3+\frac{6}{a-4} \text{ and } a+1-\frac{5}{a-3}.$$

(*b*) Divide

$$\frac{1}{1-x}+\frac{1}{1+x} \text{ by } \frac{1}{1-x}-\frac{1}{1+x}.$$ 10 marks.

4. Find the highest common factor of

$$(a^2-2a)x^2+2(2a-1)x-a^2+1 \text{ and}$$
$$(a^2-a-2)x^2+(4a+1)x-a^2-a. \qquad 10 \text{ marks.}$$

5. A debtor is just able to pay his creditors five shillings in the pound; but if his assets had been five times as great, and his debts two-thirds of what they really were, he would have had a balance in his favour of £140. How much did he owe? 10 marks.

6. Solve the equation

$$\frac{5x-3}{7}-\frac{9-x}{3}=-5x+\frac{19}{6}(x-4). \qquad 5 \text{ marks.}$$

7. Extract the square root of—

$$a^2x^4-4abx^3+2(2b^2-3ac)x^2+12bcx+9c^2. \qquad 5 \text{ marks.}$$

8. Subtract the cube of $4x^2-3$ from the square of $8x^3-9x-1$. 5 marks.

9. Find three consecutive numbers whose product is equal to fifteen times the middle number. 5 marks.

10. Simplify $\dfrac{x^2-1}{x^2+3x-10} \times \dfrac{x^2-25}{x^2-3x-4}$. 5 marks.

GEOMETRY AND MENSURATION.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted.*

Mr. Sullivan, Head Inspector.
Mr. Dalton, District Inspector.

1. Divide a given line so that the rectangle contained by its parts may have a maximum area. 10 marks.

2. If the angle ACB of a triangle be equal to twice the angle of an equilateral triangle then $AB^2=BC^2+CA^2+BC \cdot CA$. Prove. 10 marks.

3. The area of a quadrilateral is 37 acres 1 rood 16 perches; one diagonal is 25 chains: find the sum of the perpendiculars on this diagonal from the opposite angles. 10 marks.

4. To divide a given finite line into two segments so that the rectangle contained by the whole line and one segment may be equal to the square on the other segment. 10 marks.

5. The square on the sum, the sum of the squares, and the square on the difference of any two lines are in arithmetical progression. Prove. 10 marks.

6. A square field contains $2\frac{1}{2}$ acres statute measure. At 1*s.* 6*d.* per square yard what is the cost of making a path 3 yards wide round the field inside the boundary? 5 marks.

7. If the diagonals of a parallelogram be equal, all its angles are right angles. Prove. 5 marks.

Appendix L.
Examination Questions.
Female Teachers.

8. The area of a circular field is one acre statute measure, find the radius in *links*. 5 marks.

9. A field of trapezoidal shape, with lengths of parallel sides 3,170 and 2,190 yards respectively, and distance between them 121 yards, lets for £207 14*s.*; what is its letting price per acre? 5 marks.

10. The bisectors of two adjacent angles of a parallelogram are at right angles. Prove. 5 marks.

Annual Examination of Teachers and Monitors.

Annual Examination of Teachers and Monitors, July, 1893.

Synopsis of Special Reports furnished by Examiners with reference to the fulness or otherwise of the knowledge of the different subjects exhibited by Teachers and Monitors at the Annual Examination of 1893.

Methods of Teaching.

The Examiners in *Methods of Teaching* report that in case of candidates for promotion to First Class the questions on this subject requiring chiefly a close knowledge of the text-book were, as a rule, successfully answered. A closer perusal of the terms of some of the questions would, especially in case of the Female Teachers, have helped a good many of the candidates.

Notes of Lessons were disappointing, being in many cases without suitable introduction, and consisting in a great measure of mere statement of rule.

The knowledge of *Methods of Teaching* displayed by the candidates examined on Second Class papers was rather mediocre, and below that exhibited in previous years by candidates examined on the same papers. At no former Examination did the Examiners find so many Teachers confining themselves mainly to the questions which carried the lowest marks.

As regards the answering in this subject of candidates examined on Third Class papers, the Examiners report that the proficiency shown therein by the Queen's Scholars was decidedly good, and the exercises were executed with the greatest neatness. The answering of the Teachers and candidates for admission to training who were examined at the district centres was also satisfactory, both as to the fulness of their knowledge and the manner in which the exercises were executed.

The answering in *Methods of Teaching* of the Fifth Year Monitors was, the Examiners state, of a very fair character, a minute knowledge of the text-book being shown by a majority of the candidates. Preparation in the Commissioners' Rules, however, received comparatively little attention, and the questions in this portion of the subject were either avoided or imperfectly answered. The handwriting was usually good, but the absence of fairly correct punctuation was a very general feature of the exercises, especially of those done by the Female Monitors.

The Examiners report that the Third Year Monitors showed an intimate acquaintance with the portions of this subject included in their programme, and the exercises were, with some few exceptions, very carefully and neatly written.

Appendix L.

Annual Examination of Teachers and Monitors.

Arithmetic.

The Examiners in *Arithmetic* report that, judged by their answering, the candidates for promotion to First Class showed a thorough knowledge of this subject. Generally speaking the Teachers showed great ability in their statement or analysis of the problems, and made few blunders in working out the result.

The candidates examined on Second Class papers also answered very satisfactorily in *Arithmetic*, and their work was neatly and carefully executed.

As regards the candidates examined on Third Class papers, the work done in this subject by the Queen's Scholars was, the Examiners state, of a superior character, and was very neatly executed. In case of Teachers and candidates for admission to Training who were examined at the district centres, the work, while not so creditable as that of the Queen's Scholars, was fair, and displayed a moderately creditable knowledge of the theory and practice of *Arithmetic*.

The answering in *Arithmetic* of the Male Fifth Year Monitors was satisfactory, and showed improvement in accuracy and neatness on the work of former years; questions involving knowledge of theory were, however, for the most part avoided. The answering in this subject of the Female Monitors of Fifth Year was not equally satisfactory; their work showed a want of knowledge and accuracy, and their exercises showed a falling off in neatness of execution as compared with former years.

The Examiners report that the Third Year Monitors, Male and Female, showed a very satisfactory knowledge of *Arithmetic*, and that, as a rule, the questions were worked with much neatness by them.

Geography.

The Examiners in *Geography* report that not more than ten per cent. of the Male Candidates for promotion to First Class attempted map-drawing, and even this small number showed little skill in sketching an outline. The general answering in *Mathematical* and *Physical Geography* was very fair, but a minute knowledge of *Local* and *Political Geography* was very rare.

Few of the Female Candidates for promotion to First Class attempted map-drawing. Their answering, however, in *Local Geography* was of such a character as gave evidence of a very minute study of this branch, and questions in *Physical Geography* were usually fully and completely answered.

The Examiners report that the knowledge of *Geography* displayed by the Candidates examined on Second Class was meagre, and the percentage of marks secured by them in this subject, as a rule, was low. Very few of the candidates attempted map-drawing.

As regards the candidates examined on Third Class papers, the Examiners report that in the case of the Queen's Scholars the answering in *Geography* was satisfactory, but that in case of candidates examined at the district centres the answering in this subject was in general of a mediocre character. The knowledge of *Local Geography* was fairly good, but *Physical* and *Mathematical Geography* were not so satisfactory, while in the astronomical portion of the subject the knowledge displayed was inexact, and was not indicative of accurate ideas.

The answering of the Fifth Year Monitors in *Geography* was on the whole fair, but not very accurate. In very few instances did the maps drawn by the candidates show any merit or afford evidence of the monitors having practised this portion of the programme during the year.

In case of the Third Year Monitors the Examiners report that the answers given to questions proposed on *Political Geography* were in

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Annual Examination of Teachers and Monitors.

general all that could reasonably be expected, while their map-drawing was, on the whole, fairly creditable; the prescribed programme on *Mathematical Geography* was evidently not understood by the majority of the candidates.

The Examiner in *Handwriting* reports that the exercises in this subject showed more uniformity with good models than in previous years. The number of candidates to whom low marks have been assigned has very much decreased, showing that the directions which prescribe distinct formation of the letters to secure legibility have been combined with those which add flexibility and grace.

Handwriting.

Dictation and Spelling Exercise.

The Examiners in *Spelling* report that in case of candidates for promotion to Second Class the *Spelling* exercises exhibited an advance on those of previous years. The number of absolute failures was considerably less; the handwriting of the *Dictation* exercises was not, as a rule, quite satisfactory, but in other respects the papers were neatly and carefully worked.

The candidates examined on Third Class Papers exhibited a satisfactory acquaintance with the Spelling Book. The *Dictation* exercises were also well written by them, and in very few instances was it necessary for the Examiners to assign an absolute failure in this subject.

In case of the Fifth Year Monitors the Examiners report that the exercises in *Spelling* had in general been executed with fair attention to neatness, with few errors in *Dictation*, and that they showed a sufficiently satisfactory acquaintance with the text-book.

The Third Year Monitors displayed, on the whole, a satisfactory knowledge of the rules of *Spelling*, as given in the text-book. The errors in *Dictation*, however, especially among the female candidates, were more numerous than might have been expected.

English Grammar.

The Examiners in *Grammar* report that, in case of candidates for promotion to First Class, the exercises in this subject were, on the whole, of a high order of merit, and, with a few exceptions, indicated careful and extensive study. The answers were in nearly every case neatly executed and well expressed.

In case of candidates examined on Second Class Papers, the Examiners state that a fairly creditable knowledge of the text-books on *Grammar* was shown both by Queen's Scholars and candidates examined at the district centres. The *Parsing*, however, was distinctly inferior to that of former years, and the manner in which this exercise was worked argues a want of intelligence in the instruction given. The Examiners state that *Analysis of Sentences* is evidently receiving increased attention; the exercises given in *General Analysis* were well done by the Queen's Scholars, and fairly by a considerable number of candidates through the country.

The Examiners report that the general character of the answering in *Grammar* of the Female candidates examined on Third Class Papers was fairly satisfactory. The number failing to qualify in this subject was insignificant, while a considerable number displayed such proficiency as showed a full and ready knowledge of the text-books. In case of the Male candidates examined on Third Class Papers a fair knowledge of this subject was shown: *Writing* and *Spelling* in their exercises were, however, occasionally of a very inferior description.

As regards the Fifth Year Monitors, the Examiners state that the knowledge of the text-books on *Grammar* shown by the Male candidates was both full and accurate, and the manner in which the *Parsing* exercise was done by them showed an advance on the work of previous years in respect of both method and knowledge. The question dealing with

Analysis of Sentences was successfully attempted by a majority of the monitors, and there can be no doubt that this sub-division of the subject is now receiving far more attention than was formerly given to it.

The work done by the Female Monitors of Fifth Year was, generally speaking, not so good as that of the males. *Parsing* was, in a comparatively large proportion of cases, a total failure and *Analysis* most indifferently known, the answering in this latter respect forming a sharp contrast to the proficiency shown by the males.

In case of the Third Year Monitors the answering in *Grammar* was generally of a creditable character, while the exercises, on the whole, were neatly written, and mistakes in *Spelling* were of rare occurrence.

Lesson Books.

The Examiners in *Lesson Books* report that the proportion of failures in this subject in case of male candidates examined on Second Class Papers was small; the answering was generally satisfactory, and the exercises, especially those from the Training Colleges, gave evidence of considerable intelligence on the part of the candidates. The answering of the female candidates examined on Second Class Papers was not so good in case of this subject as that of the males, and was scarcely up to the level of recent years.

The answering in *Lesson Books* of the candidates examined on Third Class Papers was fairly satisfactory; many of the candidates for admission to Training Colleges, however, showed only a very slight knowledge of the subject-matter of the *Lesson Books*.

The Examiners report that the Fifth Year Monitors did not show a satisfactory acquaintance with this subject. Speaking generally, their replies were wanting in fulness and accuracy, and showed a lack of intelligence. A considerable number failed altogether in the subject, and a large proportion obtained less than 50 per cent. of the maximum marks allowed.

The Third Year Monitors answered very satisfactorily in *Lesson Books*. Of over 1,100 candidates only 20 failed to pass, and the exercises as a rule were executed with creditable neatness.

Agriculture.

The Examiners report that the answering in *Agriculture*, especially in the case of the Queen's Scholars, was on the whole creditable, and the exercises in this subject were executed with considerable care, the answers to the different questions being given with a satisfactory degree of fulness.

Twelve female candidates were examined for certificates of competency to teach *Agriculture* for Results Fees. Of these seven succeeded in obtaining 60 per cent. and upwards of the total number of marks assigned.

Book-keeping.

The Examiners in *Book-keeping* report that in case of candidates for promotion to Second Class the answering in this subject was, as a rule, fair, and showed an improvement in neatness as compared with previous years. The writing was better, and there was a still more marked advance in ruling. In Journalizing, however, the great majority neglected narration altogether, and very few showed that they knew how to do it concisely and to the purpose.

The candidates examined on Third Class papers showed a fairly sound acquaintance with the methods and principles of *Book-keeping*, especially the candidates examined in the Training Colleges.

The Fifth Year Monitors answered creditably in this subject, and the style of their exercises was such as to indicate that due regard had been paid to neatness and arrangement.

In case of the Third Year Monitors the Examiners report that the answering in *Book-keeping* was very satisfactory. Of 346 candidates

Appendix L.

Annual Examination of Teachers and Monitors.

examined only 26 failed to pass, and the exercises sent in were neatly and carefully written, with a general freedom from blots.

The Examiners report that the prescribed text-books had been carefully read by the candidates for promotion to First Class, and the questions in *Geometry* were answered with comparative readiness and accuracy. This portion of the course, they state, had evidently received a great share of attention. The Examiners, however, are unable to report so favourably of the knowledge of *Mensuration* shown by the candidates. The difficult questions on this branch were often not attempted, and the numerous blunders made by those candidates who did attempt them showed clearly that not much thought had been given to *Mensuration.*

Geometry and Mensuration.

In the case of Teachers examined on Second and Third Class papers, the Examiners report that there was some improvement shown in the answering in *Geometry* this year as compared with that of previous years; there were fewer papers badly written, a smaller proportion of badly-made diagrams, and not so many instances of inconclusive reasoning. A large number of papers from the Training Colleges were very good, and the same might be said of a fair proportion of those sent in by other candidates. The questions in *Mensuration*, however, were avoided or missed by the weaker candidates.

The answering of the Fifth Year Monitors in *Geometry* showed, with few exceptions, careful preparation in this subject. Sufficient attention had not, however, been given on the part of many of the candidates to *Mensuration.* The Examiners state that it would be advantageous if Teachers would exercise their Monitors more frequently in written examination in *Geometry* to secure neat and succinct methods of proof.

The answering of the Third Year Monitors in *Geometry* was in general satisfactory, and most of the exercises exhibited an adequate knowledge of the prescribed course.

The omission of important links in the chain of proof—the most fatal defect in mathematical demonstration—indicated in several cases careless instruction,

The rules required in practical *Mensuration* had been committed to memory, but the principles from which these rules are deduced appeared to be but vaguely understood.

Algebra.

The Examiners in *Algebra* report that in case of Teachers seeking for promotion to First Class, the solutions submitted in this subject attested that a few of the candidates possessed a very considerable grasp of algebraical manipulation. The prescribed course had been read by nearly all the candidates, but the theory, as laid down in the text-books, had not been fully mastered, and hence slips or mistakes which helped to vitiate the work were often met with. The questions proposed on the theory of Quadratic Equations were not skilfully solved, and most of the candidates could with advantage devote attention to this part of their programme.

The exercises in *Algebra* worked by Teachers examined on Second Class papers were, on the whole, executed with fair attention to neatness, but in this respect, and also in the clearness of statement of the consecutive steps in the process of simplification of algebraic expressions, there is still much room for improvement. However, the small proportion of candidates whose attempts at answering betrayed utter ignorance of this subject remains much the same as in the past few years.

As regards candidates examined on Third Class papers the answering in *Algebra*, the Examiners state, was good in the case of Queen's Scholars and Pupil Teachers in Model Schools, very fair in the case of

Monitors and Teachers, and middling in the case of unclassed candidates for admission to Training.

Annual Examination of Teachers and Monitors.

The character of the papers in *Algebra* executed by Fifth Year Monitors was, on the whole, good, and gave satisfactory proof that efficient instruction had been given to them by their Teachers in this subject. The neatness of their exercises, too, was satisfactory.

The answering in *Algebra* of the Third Year Monitors was, generally speaking, tolerable; the knowledge shown was very unequal, a considerable number obtaining total or almost total marks, and a considerable number failing completely. The work was fairly neat, but was often very scattered. Satisfactory skill was not displayed in the use of short methods of solution, but the accuracy with which long calculations were worked out was creditable.

Trigonometry.

The Examiner in *Trigonometry* reports that nearly all the exercises sent in by the students in the Training Colleges in *Plane Trigonometry* were very creditable. The other candidates showed a fair knowledge of the formulæ, but many did not exhibit sufficient skill in applying them. There were comparatively few total failures.

Only five candidates presented themselves for examination in *Spherical Trigonometry*, and their answering therein was on the whole fair.

Mechanics.

The Examiner in *Mechanics* reports that the proficiency in this subject shown by candidates for promotion to First Class was fair, fully one half of them scoring sixty per cent. and above, while only about one-thirteenth of them failed to pass. The answering of the candidates examined on Second Class Papers was middling. The subject seemed to have been read too hurriedly. The formulæ were in many cases either imperfectly recollected or wrongly applied.

Hydrostatics and Hydraulics.

The Examiner in *Hydrostatics* and *Hydraulics* reports that the answering in this subject was very fair on the whole. The text-books at the disposal of the candidates appeared to have been, as a rule, carefully studied. The principal weakness shown was in the descriptive parts, those appertaining to experiments and apparatus; diagrams were in many cases but imperfectly drawn and explained.

Magnetism and Electricity.

The Examiner in *Magnetism* and *Electricity* reports that 156 Queen's Scholars and Teachers presented themselves for examination in this subject. Of this number twenty failed absolutely, and 127 scored less than sixty per cent., while the average mark was only forty-one per cent. This result indicates very poor general answering.

Heat and Steam Engine.

The Examiner in *Heat* and *Steam Engine* reports that 133 candidates were examined on this paper. Their average mark was fifty-three per cent., three of them failing absolutely, and eighty-two scoring less than sixty per cent.

This result, while only moderate, is much better than that in *Magnetism* and *Electricity*.

Light and Sound.

The Examiner in *Light* and *Sound* reports that seventy-seven candidates presented themselves for examination in this subject. The proficiency exhibited by them was only tolerable; two failed absolutely, fifty-four scored under sixty per cent., the average mark being fifty-one per cent.

Chemistry.

The Examiner in *Chemistry* reports that no candidates presented themselves for examination in *Organic Chemistry*. Two candidates were examined in *Inorganic Chemistry*, but they showed a very meagre acquaintance with the subject.

Appendix L

Annual Examination of Teachers and Monitors.

Twenty-nine candidates were examined in *Agricultural Chemistry*. Their answering was generally very fair; in one case the maximum marks were obtained, and several candidates made good percentages. There was only one absolute failure, but a few of the teachers showed a want of acquaintance with the elements of *Theoretical Chemistry*, which should precede the study of *Applied Chemistry*.

English Literature.

The Examiner in *English Literature* reports that the knowledge of this subject shown by the candidates examined in it was both comprehensive and accurate. It was in very many cases surprising what a close and intimate acquaintance with the prescribed programme was manifested by the teachers.

History.

The Examiners in *History* report that in case of candidates seeking for promotion to First Class the answering in this subject was, except in a few cases, meagre and inaccurate.

The candidates examined on Second Class papers showed by their exercises in *History* that they had studied the subject with a fair amount of care, as far as developed in the books prescribed.

English Composition.

The Examiner in *Composition* reports that the proficiency shown in this subject was very creditable. The marks awarded ranged from thirty per cent. to total, and there were no absolute failures. There was an almost complete absence of grammatical errors, and of mistakes in spelling, and the exercises, as a rule, were very neatly written.

The faults most frequently observed were a want of arrangement in the ideas, and a tendency to ramble from the subject.

Vocal Music.

The Examiner in *Vocal Music* reports that papers were set both in Tonic Sol Fa and "Hullah," or in staff (or ordinary) notation on the "Fixed Do" method. The Queen's Scholars all took the Tonic Sol Fa papers; outside the Training Colleges most of the female candidates took the paper in "Hullah," while the Tonic Sol Fa paper found most favour among the male candidates.

The papers sent in by the students in the Training Colleges were fairly well done. The working of the Tonic Sol Fa papers by the candidates examined at the District centres varied from good to poor, but on the whole the answering was more satisfactory than in "Hullah."

The "Hullah" papers sent in by the female candidates were as a rule poor. Those of the male candidates were much better, some excellent papers having been sent in by male candidates from a few of the northern districts.

The question in transposition for Female Teachers was generally either not taken or very poorly done, while a similar question given in the paper for males was frequently taken and answered quite correctly. The questions on intervals in both papers were generally well done.

Drawing.

The Examiner in *Drawing* reports that there was an increased number of candidates in *Freehand Drawing* this year, but the work was characterized on the whole more by slowness than excellence. Three hours were allowed for the whole subject, including *Drawing from the Flat*, *Drawing from the Round*, and *Practical Geometry*, but in most cases the three hours were exclusively taken up with working the example from the Flat.

A larger number of candidates presented themselves for examination in Perspective than last year, and their work showed, on the whole, careful preparation. A similar remark applies to *Geometrical Drawing*, but in all the grades there is still, the Examiner reports, too great a dependence on the efficacy of india-rubber.

Kindergarten.

The Examiner in *Kindergarten* reports that the candidates who presented themselves for examination in this subject at the district centres

appeared, on the whole, to have a good general knowledge of it, and their exercises were executed with creditable neatness.

Annual Examination of Teachers and Monitors.

The proficiency in *Kindergarten* shown by the Queen's Scholars examined for certificates in that subject was very unequal. In some cases the candidates were thoroughly and carefully prepared, but in other cases the knowledge of the subject shown by the candidates was very loose and inaccurate, and their acquaintance with Musical Drill and Drawing appeared to be defective.

Elementary Physics.

The Examiner in *Elementary Physics* reports that eighteen candidates (all Queen's Scholars) presented themselves for examination in this subject. Their answering, though better than last year's, was still weak, only four qualifying for a certificate.

Hygiene.

The Examiner in *Hygiene* reports that fifty-eight Female Teachers and Queen's Scholars presented themselves for examination in Hygiene, and that their answering in this subject was most creditable, only three candidates scoring less than sixty per cent.

On the other hand the general answering in *Hygiene* of the male candidates for certificates in that subject was poor, and gave evidence that it was not taken up by them with much earnestness; of forty-four male candidates examined, thirty-four scored under thirty per cent.

Domestic Economy.

The Examiner in *Domestic Economy* reports that ninety-four candidates presented themselves for examination in this subject, and that the result was on the whole creditable, sixty-seven candidates scoring over sixty per cent.

Botany.

The Examiner in *Botany* reports that five candidates were examined for certificates in this subject, but that only one candidate showed even a moderate knowledge of it.

French.

The Examiner in *French* reports that translation of the prescribed course in this subject was, as a rule, correct, but idiomatic renderings were not often met with.

Translation into French was of little merit.

Latin.

The Examiner in *Latin* reports that the candidates examined for certificates in this subject displayed very fair ability in translating from Latin, but showed very little skill indeed in Latin composition. The questions in Roman History were attempted in only one instance.

Greek.

The Examiner in *Greek* reports that only one candidate was examined in this subject; his answering was generally poor, and it was clear that his acquaintance with grammatical inflections was very limited.

Irish.

The Examiner in *Irish* reports that thirteen candidates presented themselves for examination for certificates of competency to teach this subject, and that in general their answering was very satisfactory, twelve of them succeeding in securing the desired certificate. At the oral examination the great majority of the candidates read Irish fluently and were able to converse in it freely.

Handicraft.

The Examiner in *Handicraft* reports that a comparison of the result of the examination in this subject in 1893 with that achieved in former years, shows very clearly that the standard now attained is decidedly higher than before, and is, on the whole, both gratifying and encouraging.

Appendix L.

Analysis of Answering.

ANALYSIS OF ANSWERING.

The following is an analysis of the answering at the July Examinations of 1893:—

Ordinary National Schools.

	Examined.	Successful.	Per-centage.
A[1] Papers (Candidates for First Division of First Class),	168	78	46·4
A[2] " " Second "	120	61	50·8
B " " Second Class,	383	188	49·1
C " " Third "	40	25	62·5
C " " (Monitors of Fifth Year),	681	438	64·3
D " " Third "	1,056	890	84·3

Model Schools.

Teachers,	11	10	90·9
Pupil Teachers,	152	125	82·2
Monitors,	32	32	100·0

Training Colleges.

Total (including Marlborough-street),	670	633	94·5
TOTAL,	3,313*	2,480	74·8

* There were 834 young persons examined for admission to the different Colleges a considerable proportion of whom were also undergoing examination in their capacity, as monitors or pupil teachers, and there were 2,160 distinct examinations in the different extra branches.

Extra Subjects.

Total Number Examined (including those Examined from the Training Colleges) for registration as being competent to teach:—

Subject.	Number Examined.			Number passed.			Per-centage of Passes.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Agriculture (Females),	–	12	12	–	8	8	–	66·6	66·6
Algebra,	–	4	4	–	2	2	–	50·0	50·0
Botany,	1	3	4	0	0	0	00·0	00·0	00·0
Chemistry (Agricultural),	–	–	–	–	–	–	–	–	–
" (Inorganic),	–	–	–	–	–	–	–	–	–
Cookery,	–	125	125	–	123	123	–	98·4	98·4
Domestic Economy,	–	93	93	–	67	67	–	72·0	72·0
Drawing,	312	286	598	144	172	316	46·1	60·1	52·8
French,	54	43	97	28	19	47	51·8	44·2	48·4
Greek,	–	–	–	–	–	–	–	–	–
Handicraft,	40	–	40	19	–	19	47·5	–	47·5
Heat and Steam Engine,	79	–	79	30	–	30	37·9	–	37·9
Hydrostatics,	15	–	15	8	–	8	53·3	–	53·3
Hygiene,	44	58	102	8	55	63	18·1	94·8	61·7
Irish,	13	1	14	12	1	13	92·3	100·0	92·8
Kindergarten,	–	127	127	–	53*	53*	–	41·7	41·7
Latin,	22	–	22	6	–	6	27·2	–	27·2
Light and Sound,	9	–	9	6	–	6	66·6	–	66·6
Magnetism and Electricity,	88	–	88	21	–	21	23·8	–	23·8
Mechanics,	95	–	95	66	–	66	69·4	–	69·4
Music. Singing (Hullah),	29	86	115	27	62*	89*	93·1	72·0	77·3
Music. " (Tonic Sol-Fa),	156	189	345	113	150*	263*	72·4	79·3	76·2
Music. Harmonium,	22	100	122	15	77	92	68·1	77·0	75·4
Music. Organ,	–	3	3	–	3	3	–	100·0	100·0
Music. Piano,	1	31	32	–	20	20	00·0	64·5	62·5
Physics (Elementary),	–	18	18	–	4	4	–	22·2	22·2
Trigonometry (Spherical),	1	–	1	0	–	0	00·0	–	00·0

* Subject to further test as to practical knowledge, except in the case of Training College Candidates.

APPENDIX M.

Appendix M

I.—TABLE showing the Number of POOR LAW UNIONS which became contributory each year from the passing of the Act 38 & 39 Vict., cap. 96 (An Act to provide for additional Payments to Teachers of National Schools in Ireland).

Year.	Number of Unions.	Year.	Number of Unions.
1876-7,	70	1885-6,	21
1877-8,	39	1886-7,	20
1878-9,	28	1887-8,	21
1879-80,	21	1888-9,	24
1880-81,	13	1889-90,	31
1881-2,	16	1890-91,	29
1882-3,	20	1891-2,	28
1883-4,	22	1892-3,	26
1884-5,	17	1893-4,	25

II.—LIST of Twenty-five POOR LAW UNIONS which became contributory, for the year 1893-4, under the Act 38 & 39 Vict., cap. 96 (An Act to provide for additional Payments to Teachers of National Schools in Ireland); and the respective amounts paid out of the Rates.

Names of Poor Law Unions.	Rates.	Names of Poor Law Unions.	Rates.
	£ s. d.		£ s. d.
Ballymahon,	284 3 7	Milford,	321 1 9
Ballyvaughan,	109 12 0	Mullingar,	559 13 3
Balrothery,	507 6 7	Navan,	521 19 7
Belfast,	7,427 2 8	Newry,	1,114 12 5
Castlecomer,	279 12 10	Oldcastle,	471 15 4
Clogheen,	465 19 0	Rathdrum,	597 17 10
Clogher,	326 11 4	Strabane,	670 5 8
Cork,	3,022 9 3	Trim,	436 12 1
Croom,	320 11 10	Tullamore,	531 10 7
Delvin,	205 10 5	Skibbereen,*	7 1 8
Downpatrick,	1,188 19 6		
Dungannon,	662 16 11	Total,	21,912 9 9
Edenderry,	288 1 4		
Irvinestown,	297 17 6	Mitchelstown (Refund to Union).	0 6 5
Kells,	513 0 6		
Kilmallock,	780 4 4	Total (Net),†	21,912 3 4

* Balance due from previous year. Non-contributory this year.
† Of this sum £15,078 6*s.* was repaid to the Guardians from the Customs and Excise Grant, so that the net amount contributed by the Guardians was £6,833 17*s.* 4*d.*

Appendix N.

APPENDIX N.

Special Tabulation of Results Examinations of Pupils of

(1.) Model Schools.

The total number of Model Schools examined for results within the twelve months ended 31st December, 1893, was 84.

Number of pupils on school rolls on last day of month preceding inspection :—

Males, 6,087 ; Females, 4,167 ; Total, 10,254.

Number who had made 100 attendances or over within the result year, and were present and examined on day of inspection for result fees :—

Males, 4,109 ; Females, 2,598 ; Total, 6,707.

Per-centage to number on Rolls, 65·5.

The average daily attendance for twelve months ending last day of month immediately preceding the Results Examination in the respective schools was :—

Males, 4,438 ; Females, 3,034 ; Total, 7,472.

Centesimal proportion of number examined to the average daily attendance was 89·8.

The following figures show the number of pupils examined, and the number who passed at the Results Examinations :—

Grades.	Number examined.	Number passed.	Per-centage passed.
Infants,	834	818	98·1
First Class,	621	568	91·5
Second Class,	806	724	89·8
Third Class,	946	822	86·9
Fourth Class,	953	852	89·4
Fifth Class (First Stage),	940	828	88·1
Fifth Class (Second Stage),	816	707	86·6
Sixth Class,	791	665	84·1
Total,	6,707	5,984	89·2

Per-centage of pupils examined in each class to the total number examined in all the classes :—

Per-centage in Infants' Grade,	12·4
,, Class I.,	9·3
,, Class II.,	12·0
,, Class III.,	14·1
,, Class IV.,	14·2
,, Class V^1.,	14·0
,, Class V^2.	12·2
,, Class VI.,	11·8
Total,	100·0

Appendix N.

Model Schools.

Literary Classification of the Pupils who attended once or oftener within the last fourteen days of the month immediately preceding Results Examination in each Model School in 1893.

School.	Classification of Pupils.								
	Infants.	Class I.	Class II.	Class III.	Class IV.	Class V[1].	Class V[2].	Class VI.	Total.
Central Model,	148	135	215	274	263	233	165	169	1,602
West Dublin,	147	66	83	59	62	46	23	21	507
Inchicore,	82	54	70	56	51	43	38	53	447
Glasnevin,	13	8	12	9	13	6	5	8	74
Athy,	19	9	11	11	8	7	9	8	82
Bailieborough,	19	7	10	8	8	5	6	18	81
Ballymena,	70	16	34	49	31	40	26	60	326
Belfast,	79	62	115	138	172	207	188	326	1,287
Clonmel,	25	18	18	13	22	19	12	27	154
Coleraine,	25	12	16	23	24	29	31	75	235
Cork,	97	44	60	49	68	41	48	73	480
Dunmanway,	10	19	13	17	21	16	10	20	126
Enniscorthy,	24	10	10	14	17	15	7	14	111
Enniskillen,	13	26	15	29	30	23	17	33	186
Galway,	15	10	15	19	20	4	8	13	104
Kilkenny,	14	4	9	14	6	9	12	11	79
Limerick,	40	15	25	27	27	25	18	40	217
Londonderry,	100	42	53	55	49	51	42	61	453
Newry,	67	29	27	46	44	28	47	39	327
Newtownards,	82	21	29	31	29	38	24	47	301
Sligo,	36	15	33	23	25	33	32	35	232
Trim,	16	32	23	24	21	28	10	20	174
Waterford,	23	7	16	9	19	11	18	14	117
Ballymoney,	74	28	20	35	30	31	39	61	318
Carrickfergus,	52	19	27	26	32	35	37	51	279
Lurgan,	81	45	34	51	43	30	46	53	383
Monaghan,	82	27	—	61	25	30	19	33	277
Newtownstewart,	44	20	27	20	14	13	11	17	166
Omagh,	84	44	52	53	41	41	30	54	399
Parsonstown,	28	12	13	20	14	17	14	22	140
Total,	1,609	856	1,085	1,263	1,229	1,154	992	1,476	9,664
Per-centage,	16·6	8·9	11·2	13·1	12·7	11·9	10·3	15·3	
Per-centage,	16·6	33·2			50·2				

Appendix N.

Model Schools,

General Abstract of Answering.

Classes.	No. of Pupils examined for Results Fees in subject.	No. of Passes assigned for answering in subject.	Percentage of Passes to No. of Pupils examined.
Reading.			
Class I.,	621	575	92·6
„ II.,	806	764	94·8
„ III.,	946	877	92·7
„ IV.,	953	918	96·3
„ V¹.,	940	926	98·5
„ V².,	816	805	98·7
„ VI.,	791	778	98·4
Total,	5,873	5,643	96·1
Writing.			
Class I.,	621	587	94·5
„ II.,	806	784	97·3
„ III.,	946	910	96·2
„ IV.,	953	927	97·3
„ V¹.,	940	911	96·9
„ V².,	816	808	99·0
„ VI.,	791	770	97·3
Total,	5,873	5,697	97·0
Arithmetic.			
Class I.,	621	556	89·5
„ II.,	806	743	92·2
„ III.,	946	810	85·6
„ IV.,	953	843	88·5
„ V¹.,	940	848	90·2
„ V².,	816	714	87·5
„ VI.,	791	685	86·6
Total,	5,873	5,199	88·5
Spelling.			
Class I.,	621	550	88·6
„ II.,	806	653	81·0
„ III.,	946	786	83·1
„ IV.,	953	765	80·3
„ V¹.,	940	845	89·9
„ V².,	816	760	93·1
„ VI.,	791	759	96·0
Total,	5,873	5,118	87·1

Classes.	No. of Pupils examined for Results Fees in subject.	No. of Passes assigned for answering in subject.	Percentage of Passes to No. of Pupils examined.
Grammar.			
Class III.,	946	746	78·9
„ IV.,	953	730	76·6
„ V¹.,	940	551	58·6
„ V².,	816	510	62·5
„ VI.,	791	529	66·9
Total,	4,446	3,066	69·0
Geography.			
Class III.,	946	783	82·8
„ IV.,	953	798	83·7
„ V¹.,	940	707	75·2
„ V².,	816	641	78·6
„ VI.,	791	563	71·2
Total,	4,446	3,492	78·5
Agriculture.			
Class IV.,	313	204	65·2
„ V¹.,	329	242	73·6
„ V².,	208	146	70·2
„ VI.,	248	166	66·9
Total,	1,098	758	69·0
Book-keeping.			
Class V¹.,	604	467	77·3
„ V².,	494	362	73·3
„ VI.,	566	410	72·4
Total,	1,664	1,239	74·5
Needlework.			
Class II.,	317	295	93·1
„ III.,	394	369	93 7
„ IV.,	354	334	94·4
„ V¹.,	360	326	90·6
„ V².,	338	313	92·6
„ VI.,	136	134	98·5
Total,	1,899	1,771	93·3

Appendix N.

(2.) Workhouse Schools.

The total number of Workhouse Schools examined for results within the twelve months ended 31st December, 1893, was 155.

Number of pupils on school rolls on last day of month preceding inspection :—

Males, 3,277; Females, 2,478; Total, 5,755.

Number who made 100 attendances, or over, within the results year and were present and examined on day of inspection :—

Males, 2,123; Females, 1,609; Total, 3,732.

Per-centage to number on Rolls, 64·8.

The average daily attendance for 12 months ending last day of month immediately preceding the Results Examinations in the respective schools was :—

Males, 2,767; Females, 2,071; Total, 4,838.

Centesimal proportion of number examined to the average daily attendance was 77·1.

The following figures show the number of pupils examined, and the number who passed at the Results Examinations :—

Grades.	Number examined.	Number passed.	Per-centage passed.
Infants,	1,169	1,096	93·8
First Class,	690	600	87·0
Second Class,	677	597	88·2
Third Class,	505	426	84·4
Fourth Class,	368	300	81·5
Fifth Class (First Stage),	207	159	76·8
Fifth Class (Second Stage),	76	64	84·2
Sixth Class,	40	32	80·0
Total,	3,732	3,274	87·7

Per-centage of pupils examined in each class to the total number examined in all the classes :—

Per-centage in Infants' Grade,	31·3
,, Class I.,	18·5
,, Class II.,	18·1
,, Class III.,	13·5
,, Class IV.,	9·9
,, Class V¹.,	5·5
,, Class V².,	2·1
,, Class VI.,	1·1
Total,	100·0

Appendix N

Workhouse Schools.

General Abstract of Answering.

Classes.	No. of Pupils examined for Results Fees in subject.	No. of Passes assigned for answering in subject.	Percentage of Passes to No. of Pupils examined.
Reading.			
Class I., . .	690	644	93·3
„ II., . .	677	657	97·0
„ III., . .	505	477	94·5
„ IV., . .	368	359	97·6
„ V¹., . .	207	206	99·5
„ V²., . .	76	67	88·2
„ VI., . .	40	29	72·5
Total, . .	2,563	2,439	95·2
Writing.			
Class I., . .	690	668	96·8
„ II., . .	677	664	98·1
„ III., . .	505	495	98·0
„ IV., . .	368	361	98·1
„ V¹., . .	207	200	96·6
„ V²., . .	76	76	100·0
„ VI., . .	40	31	77·5
Total, . .	2,563	2,495	97·3
Arithmetic.			
Class I., . .	690	615	89·1
„ II., . .	677	610	90·1
„ III., . .	505	429	85·0
„ IV., . .	368	303	82·3
„ V¹., . .	207	173	83·6
„ V²., . .	76	66	86·8
„ VI., . .	40	24	60·0
Total, . .	2,563	2,220	86·6
Spelling.			
Class I., . .	690	616	89·3
„ II., . .	677	593	87·6
„ III., . .	505	413	81·8
„ IV., . .	368	292	79·3
„ V¹., . .	207	190	91·8
„ V²., . .	76	69	90·8
„ VI., .	40	28	70·0
Total, . .	2,563	2,201	85·9

Classes.	No. of Pupils examined for Results Fees in subject.	No. of Passes assigned for answering in subject.	Percentage of Passes to No. of Pupils examined.
Grammar.			
Class III., . .	505	410	81·2
„ IV., . .	368	253	68·8
„ V¹., . .	207	140	67·6
„ V²., . .	76	57	75·0
„ VI., . .	40	21	52·5
Total, . .	1,196	881	73·7
Geography.			
Class III., . .	505	435	86·1
„ IV., . .	368	304	82·6
„ V¹., . .	207	176	85·0
„ V²., . .	76	62	81·6
„ VI., . .	40	23	57·5
Total, . .	1,196	1,000	83·6
Agriculture.			
Class IV., . .	134	85	63·4
„ V¹., . .	105	68	64·8
„ V²., . .	42	32	76·2
„ VI., . .	15	13	86·7
Total, . .	296	198	66·9
Book-keeping.			
Class V¹., . .	15	11	73·3
„ V²., . .	1	1	100·0
„ VI., . .	10	7	70·0
Total, . .	26	19	73·1
Needlework.			
Class II., . .	275	266	96·7
„ III., . .	199	195	98·0
„ IV., . .	135	129	95·6
„ V¹., . .	75	71	94·7
„ V²., . .	32	31	96·9
„ VI., . .	7	7	100·0
Total, . .	723	699	96·7

(3.) Evening Schools.

The total number of Evening Schools examined for results within the twelve months ended 31st December, 1893, was 41.

Number of pupils on school rolls on last day of month preceding inspection :—

Males, 2,010; Females, 599; Total, 2,609.

Number who had made 50 attendances, or over, within the results year, and were present and examined on day of inspection for results fees :—

Males, 858; Females, 326; Total, 1,184.
Percentage to number on Rolls, 45·3.

The average daily attendance for twelve months ended last day of month immediately preceding the Results Examinations in the respective schools was :—

Males, 1,167; Females, 411; Total, 1,578.

Centesimal proportion of number examined to the average daily attendance was 75·0.

The following figures show the number of pupils examined and the number who passed at the Results Examinations :—

Grades.	Number examined.	Number passed.	Percentage passed.
First Class,	121	76	62·8
Second Class,	166	116	69·9
Third Class,	198	130	65·7
Fourth Class,	217	110	50·7
Fifth Class (First Stage),	185	102	55·1
Fifth Class (Second Stage),	117	79	67·5
Sixth Class,	180	78	43·3
Total,	1,184	691	58·4

Percentage of pupils examined in each class to the total number examined in all the classes :—

Percentage in Class I.,	10·2
,, Class II.,	14·0
,, Class III.,	16·7
,, Class IV.,	18·3
,, Class V¹.,	15·6
,, Class V².,	10·0
,, Class VI.,	15·2
Total,	100·0

Appendix N.

Evening Schools.

General Abstract of Answering.

Classes.	No. of Pupils examined for Results Fees in subject.	No. of Passes assigned for answering in subject.	Percentage of Passes to No. of Pupils examined.
Reading.			
Class I.,	121	84	69·4
„ II.,	166	141	84·9
„ III.,	198	176	88·9
„ IV.,	217	177	81·6
„ V¹.,	185	174	94·1
„ V²,	117	116	99·1
„ VI.,	180	177	98·3
Total,	1,184	1,045	88·3
Writing.			
Class I.,	121	115	95·0
„ II.,	166	156	94·0
„ III.,	198	193	97·5
„ IV.,	217	201	92·6
„ V¹.,	185	168	90·8
„ V²,	117	112	95·7
„ VI.,	180	177	98·3
Total,	1,184	1,122	94·8
Arithmetic.			
Class I.,	121	108	89·3
„ II.,	166	145	87·3
„ III.,	198	132	66·7
„ IV.,	217	114	52·5
„ V¹.,	185	111	60·0
„ V²,	117	76	65·0
„ VI.,	180	76	42·2
Total,	1,184	762	64·3
Spelling.			
Class I.,	121	75	62·0
„ II.,	166	96	57·8
„ III.,	198	124	62·6
„ IV.,	217	121	55·8
„ V¹.,	185	107	57·8
„ V²,	117	105	89·7
„ VI.,	180	162	90·0
Total	1,184	790	66·7
Book-keeping.			
Class V¹.,	14	9	64·3
„ V²,	18	17	94·4
„ VI.,	20	10	50·0
Total,	52	36	69·2

(4.) Convent and Monastery Schools.

The total number of Convent and Monastery Schools examined for results within the twelve months ended 31st December, 1893, was 304.

Number of pupils on school rolls on last day of month preceding inspection:—

Males, 22,976; Females, 67,438; Total, 90,414.

Number who made 100 attendances or over within the results year and were present and examined on day of inspection:—

Males, 15,530; Females, 48,257; Total, 63,787.

Percentage to number on Rolls, 70·5.

The average daily attendance for twelve months ending last day of month immediately preceding the Results Examinations in the respective schools was:—

Males, 16,768; Females, 49,950; Total, 66,718.

Centesimal proportion of number examined to the average daily attendance was 95·6.

The following figures show the number of pupils examined, and the number who passed at the Results Examinations:—

Grades.	Number examined.	Number passed.	Percentage passed.
Infants,	21,335	20,585	96·5
First Class,	9,448	8,723	92·3
Second Class,	8,467	7,561	89·3
Third Class,	7,268	6,300	86·7
Fourth Class,	5,877	5,063	86·1
Fifth Class (First Stage),	4,616	3,958	85·7
Fifth Class (Second Stage),	3,400	3,092	90·9
Sixth Class,	3,376	2,954	87·5
Total,	63,787	58,236	91·3

Percentage of pupils examined in each class to the total number examined in all the classes:—

Percentage in Infants' Grade,	33·5
„ Class I.,	14·8
„ Class II.,	13·3
„ Class III.,	11·4
„ Class IV.,	9·2
„ Class V¹.,	7·2
„ Class V².;	5·3
„ Class VI.,	5·3
Total,	100·0

Appendix N.

Convent and Monastery Schools.

General Abstract of Answering.

Classes.	No. of Pupils examined for Results Fees in subject.	No. of Passes assigned for answering in subject.	Percentage of Passes to No. of Pupils examined.
Reading.			
Class I.,	9,448	9,215	97·5
„ II.	8,467	8,143	96·2
„ III.,	7,268	6,966	95·8
„ IV.,	5,877	5,705	97·1
„ V¹.,	4,616	4,476	97·0
„ V².,	3,400	3,387	99·6
„ VI.,	3,376	3,302	97·8
Total,	42,452	41,194	97·0
Writing.			
Class I.,	9,448	9,374	99·2
„ II.,	8,467	8,344	98·5
„ III.,	7,268	7,141	98·3
„ IV.,	5,877	5,801	98·7
„ V¹.,	4,616	4,375	94·8
„ V².,	3,400	3,365	99·0
„ VI.,	3,376	3,261	96·6
Total,	42,452	41,661	98·1
Arithmetic.			
Class I.,	9,448	8,963	94·9
„ II.,	8,467	7,826	92·4
„ III.,	7,268	6,380	87·8
„ IV.,	5,877	5,180	88·1
„ V¹.,	4,616	4,066	88·1
„ V².,	3,400	3,185	93·7
„ VI.,	3,376	2,985	88·4
Total,	42,452	38,585	90·9
Spelling.			
Class I.,	9,448	8,893	94·1
„ II.,	8,467	7,173	84·7
„ III.,	7,268	5,525	76·0
„ IV.,	5,877	4,424	75·3
„ V¹.,	4,616	3,712	80·4
„ V².,	3,400	3,105	91·3
„ VI.,	3,376	3,123	92·5
Total,	42,452	35,955	84·7
Grammar.			
Class III.,	7,268	5,742	79·0
„ IV.,	5,877	4,269	72·6
„ V¹.,	4,616	3,129	67·8
„ V².,	3,400	2,510	73·8
„ VI.,	3,376	2,645	78·3
Total,	24,537	18,295	74·6
Geography.			
Class III.,	7,268	5,847	80·4
„ IV.,	5,877	4,545	77·3
„ V¹.,	4,616	3,568	77·3
„ V².,	3,400	2,658	78·2
„ VI.,	3,376	2,632	78·0
Total,	24,537	19,250	78·5
Agriculture.			
Class IV.,	241	102	42·3
„ V¹.,	206	122	59·2
„ V².,	183	103	56·3
„ VI.,	155	72	46·5
Total,	785	399	50·8
Book-keeping.			
Class V¹.,	1,462	1,061	72·6
„ V².,	1,136	868	76·4
„ VI.,	923	608	65·9
Total,	3,521	2,537	72·1
Needlework.			
Class II.,	6,721	6,165	91·7
„ III.,	6,299	5,978	94·9
„ IV.,	5,206	4,908	94·3
„ V¹.,	4,120	3,884	94·3
„ V².,	3,049	2,932	96·2
„ VI.,	2,995	2,932	97·9
Total,	28,390	26,799	94·4

APPENDIX O.

Appendix O.

The "Reid" Bequest.

Reid Bequest.

The Trustees of the Will of the late R. T. Reid, Esq., LL.D., of Bombay, who munificently bequeathed £9,435 towards the advancement of Education in the County Kerry (his native county), have authorized the following Scheme of Prizes to be awarded out of the proceeds of the Bequest, by the Commissioners of National Education.

Part I.

During the Five years' service of a Monitor, there are two Principal Examinations, viz., one at the end of his Third year, and the other at the end of his Fifth year. After each of these Principal Examinations, the Reid Prizes will be awarded to the Six best answerers of each degree of service amongst the Male Monitors of the National Schools of the County Kerry, provided that the answering in every case shall be of a satisfactory character. The following is the scale of Prizes:—

(*a.*) At end of Monitors' Third Year of Service:—

First Prize, ...	£20
Second ,, ...	18
Third ,, ...	16
Fourth ,, ...	14
Fifth ,, ...	12
Sixth ,, ...	10
	£90

(*b.*) At end of Monitors' Fifth Year of Service:—

First Prize, ...	£25
Second ,, ...	22
Third ,, ...	20
Fourth ,, ...	18
Fifth ,, ...	16
Sixth ,, ...	14
	£115

This portion of the Scheme came into operation at the Examination of July, 1886.

Part II.

The Trustees, also, in pursuance of the express stipulations of the Testator, propose to apply £80 a year to the maintenance of Two Reid Exhibitions in Trinity College, Dublin, of the value of £40 each, to enable Students of the County Kerry, who have successfully passed the final examination at the close of their Course of Training in the Marlborough-street Training College, to matriculate in Trinity College, and to pass on, without dropping a year, to the Degree in Arts.

The recommendation of Candidates for the Reid Exhibitions, Trinity College, will be made by the Professors of the Marlborough-street Training College.

Appendix O.

Part I.—Result of the July Examinations, 1893.

In accordance with the Reid Bequest Scheme (Part I.) for the advancement of Education in the County Kerry, immediately after the results of the July, 1891, Examinations of Monitors employed in the National Schools of Kerry had been ascertained, the Commissioners of National Education selected the Six best answerers amongst Monitors in the Third year of service, and the Six best answerers amongst Monitors of Fifth year, and made the following awards:—

Prize Monitors of Third Year.

Dist.	Roll No.	School.	Monitor.	Prize.
				£
58	7,536	Kilgarvan, . . m.	Morgan J. Curran, . .	20
57	10,100	Glenlough, . . m.	Michael Burns, . .	18
,,	9,806	Cahersivane, . . .	John Cronin, . .	14
,,	10,261	Blackwaterbridge, . .	Michael J. Sullivan, .	14
58	5,119	Cahir, ...	Michael M'Carthy, . .	14
39	11,018	Ballylongford, . . m.	John Wallace, . . .	10

Prize Monitors of Fifth Year.

				£
57	10,239	Caherdaniel, . . .	James Fenton, . .	25
54	4,459	Currens, . . .	John Dennehy, . .	22
57	4,463	Masterguihy, ...	Daniel Shea, . . .	20
39	10,501	Asdee, ...	John Cox, . . .	18
54	2,118	Brackluin, . . .	Patrick Curran, . .	16
57	12,824	Dungeel, ...	Michael Foley, . .	14

Part II.—Exhibition in Trinity College, Dublin.

Under the conditions of Part II. of this Scheme, an Exhibition of £40 per annum was awarded to Mr. Patrick Buckley, Principal Teacher of Shandrum National School, County Kerry.

This Exhibition was awarded by order of the Board, 27th February, 1894.

[Appendix P.

APPENDIX P.

Appendix P

Carlisle and Blake Premiums.

Extract from Appendix to Commissioners' Rules—Edition of 1890.

The Carlisle and Blake Premium Fund.

1. The Commissioners of National Education are empowered to allocate to the teachers of ordinary National Schools* the interest accruing from the Private Bequests' Fund in Premiums, to be called "The Carlisle and Blake Premiums."

2. The interest from the accumulated funds available for premiums now amounts to £80 a year, and this sum will be distributed in premiums of £5 each—one for the most deserving Principal Teacher in each of the Districts every fourth year, upon the following conditions:—

(*a.*) That the average attendance and the regularity of the attendance of the pupils are satisfactory.

(*b.*) That a fair proportion of the pupils have passed in the higher classes.

(*c.*) That, if a boys' or mixed school, taught by a master in a rural district, agriculture is fairly taught to the boys of the senior classes; and, if a girls' school (rural or town), needlework is carefully attended to.

(*d.*) That the state of the school has been reported, during the previous two years as satisfactory in respect to efficiency, moral tone, order, cleanliness, discipline, school accounts, supply of requisites, and observance of the Board's rules.

3. No teacher will be eligible for a premium twice in succession.

4. The names of the teachers to whom premiums are awarded will be published in the annual report of the Board.

* Teachers of Model Schools, Convent Schools or other special schools, are not eligible for this premium.

List of Teachers to whom Carlisle and Blake Premiums, for 1893, were awarded.

County.	District.	Roll Number.	Name of School.	Post Town of School.	Name of Teacher.	Classification of Teacher.	Amount of Premium.
							£
Armagh,	16	13301	Glenanne,	Glenanne,	Mrs. S. Beckett,	1[2]	5
Donegal,	5	2406	Shalvey,	Kilcar,	Mr. P. Gallagher,	1[2]	5
Down,	10	12681	Willowfield,	Belfast,	Mr. W. J. Morrison,	2[1]	5
Londonderry,	3	13518	Richardson Memorial,	Coleraine,	Mr. T. S. Jackson,	1[1]	5
Do.,	7	8519	Castledawson,	Castledawson,	Miss A. Martin,	1[2]	5
Monaghan,	24	10726	Lossetts,	Carrickmacross,	Mr. R. Moore,	1[1]	5
Clare,	42	12557	Kilnaboy,	Corofin,	Miss B. Kennelly,	3[1]	5
Cork,	55	9962	Cronrea, Girls',	Kiskeame, Banteer,	Mrs. M. Donovan,	2[1]	5
Do.,	56	3998	Ballyhooley, Girls',	Ballyhooley, Mallow,	Mrs. K. Tuohill,	1[1]	5
Do.,	58	7056	Rossmacowen, do.,	Waterfall, Bantry,	Mrs. M. Sullivan,	2[1]	5
Kerry,	54	8184	Scartaglin,	Scartaglin, Castleisland,	Mr. J. Cronin,	1[1]	5
Dublin,	30A	12024	St. Paul's (2), Boys',	Dublin,	Mr. W. Doak,	1[1]	5
Kilkenny,	47	4194	Clintstown, Girls',	Jenkinstown, Kilkenny,	Miss M. O'Shea,	2[1]	5
Meath,	33	11979	Gortloney, do.,	Oldcastle,	Miss B. M'Evoy,	1[2]	5
Wicklow,	44	971	Baltinglass, Boys',	Baltinglass,	Mr. W. Browner,	1	5
Galway,	34A	12955	Lackagh, Girls',	Turloughmore, Athenry,	Mrs. B. Carrick,	3[1]	5

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